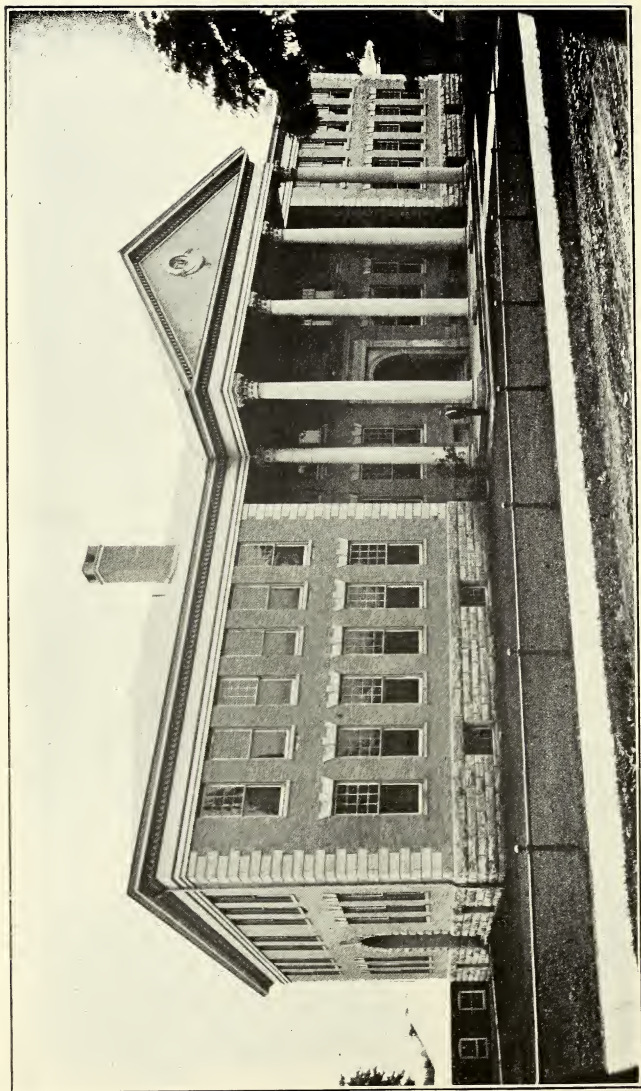


Catalogue
Shepherd College
State Normal School
1907





THE NEW BUILDING—FRONT VIEW

THIRTY-FIFTH

ANNUAL CATALOGUE

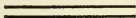
OF

SHEPHERD COLLEGE

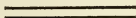
STATE NORMAL SCHOOL,

SHEPHERDSTOWN, JEFFERSON COUNTY, W. VA.,

FOR THE YEAR ENDING JUNE 10, 1907.

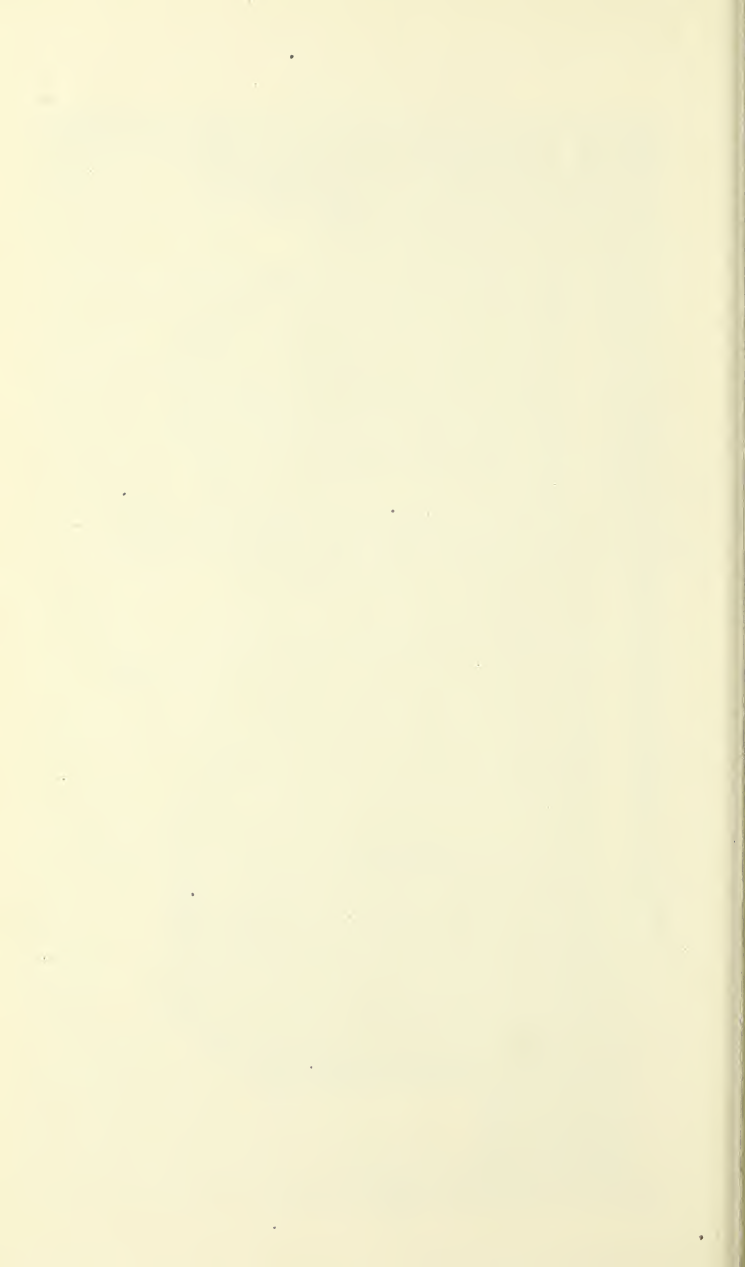


ANNOUNCEMENTS FOR 1907-1908.



SHEPHERDSTOWN :
REGISTER PRINTING OFFICE.

1907.



Commencement Programme.

1907.

Wednesday Evening, June 5—Annual Address before the Literary Societies.

Thursday Evening, June 6—Annual Inter-Society Contest.

Friday Afternoon, June 7—Senior Class Day Exercises.

Friday Evening June 7—Recital by Music Department.

Saturday Afternoon, June 8—Competitive Drill, Shepherd College Cadets.

Saturday Evening, June 8—Alumni Banquet.

Sunday Morning, June 9—Annual Sermon to the Graduating Class.

Monday Morning, June 10—Graduating Exercises.

CALENDAR, 1907-08.

FALL TERM, 1907—FOURTEEN WEEKS.

Wednesday, September 18—Term begins. Enrollment of Students.

Thanksgiving Recess, November 28 to December 2.

Friday, December 20—Term Ends.

WINTER TERM, 1908—TWELVE WEEKS.

Thursday, January 2—Term begins. Enrollment of Students.

Friday, March 23—Term Ends.

SPRING TERM, 1908—ELEVEN WEEKS. (Approx.)

Tuesday, March 27—Term Begins. Enrollment of Students.

——June—— Commencement.

SCHOOL OFFICIALS.

STATE BOARD OF REGENTS.

HON. THOMAS C. MILLER,	-	-	Charleston, W. Va.
State Superintendent of Schools and President of the Board.			
HON. MYRON C. LOUGH, Secretary,	-		Fairmont, W. Va.
HON. IRA E. ROBINSON, Treasurer,	-		Grafton, W. Va.
HON. E. L. DUNN,	-	-	Barger's Spring, W. Va.
HON. STUART H. BOWMAN,	-		Huntington, W. Va.
HON. ELLIOTT C. NORTHCOTT,	-		Huntington, W. Va.
HON. ROBERT S. CARR,	-	-	Charleston, W. Va.

LOCAL EXECUTIVE COMMITTEE.

J. S. FLEMING, Esq.,	Chairman.
HON. GEORGE M. BELTZHOOVER,	Secretary and Treasurer.
HON. H. L. SNYDER,	

COLLEGE TRUSTEES.

HON. GEORGE M. BELTZHOOVER,	
Secretary and Treasurer.	
W. N. LEMEN, Esq.	
C. J. MILLER, Esq.	

Janitor,	-	-	-	-	James Washington.
----------	---	---	---	---	-------------------

FACULTY.



JOHN G. KNUTTI, Principal,
A. B., West Virginia University ; A. M., Leland-Stanford Junior
University,
Pedagogics, Latin, Greek.

JOHN DEMENT MULDOON, First Assistant,
Graduate West Liberty State Normal School ; A. B. West Vir-
ginia University,
Mathematics, Chemistry, Physics.

MABEL HENSHAW-GARDINER, Librarian,
M. P. L., New Windsor College,
History, Economics, Physiology.

* J. B. TRIPLETT,
Student University of Missouri,
Science, Arithmetic, Bookkeeping.

ELIZABETH MATTINGLY STALNAKER, Secretary,
A. B., West Virginia University ; student Columbia University,
Modern Languages, Drawing.

BLANCHE CORBIN, Associate Librarian,
Graduate Fairmont State Normal School ; A. B., West Virginia
University,
English.

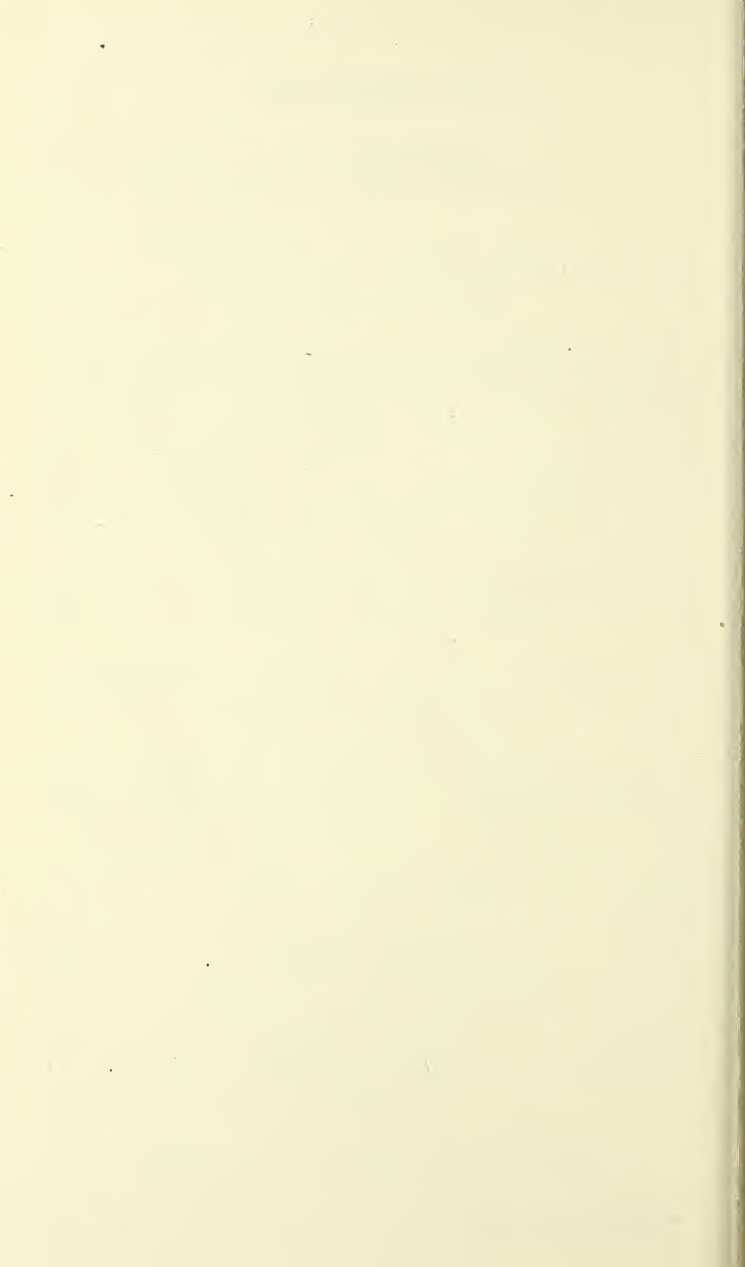
VIRGINIA L. PRIDE,
English, Arithmetic, Methods.

WALTER M. DUKE,
A. B., West Virginia University,
Natural Science, Arithmetic.

M. EVA WRIGHT,
Student College of Music, Cincinnati ; pupil of Alfred G. Robyn,
and R. A. Newlon,
Music.

MARY RICKARD PENDLETON, Special Assistant,
Academic and Normal Graduate, Shepherd College.

* Died May 2nd, 1907.



SHEPHERD COLLEGE STATE NORMAL SCHOOL.

HISTORY.

Shepherd College dates its founding as a State Normal School to an Act of the Legislature of West Virginia, passed February 27, 1872 ; but it had its incipency in a classical and scientific school styled "Shepherd College," certificate of incorporation of which is on record at Charleston, January 12, 1872. As an inducement to secure a Normal School here, the trustees of this private school offered its building to the State free of charge for use as a State Normal School, which offer was promptly accepted, and work under State control began here in September, 1873.

LOCATION.

The location of the school is almost ideal. Situated in the charming old town of Shepherdstown, nestled on the clifty crags of the beautiful and historic Potomac which sweeps in graceful curves across the Shenandoah Valley at this point, remarkably free from all insidious fevers and diseases, with a wholesome social and moral atmosphere, an educated and cultured community, comparatively easy of access, it offers unsurpassed attractions and advantages to the earnest student.

The school is located on scenic and historic ground. To the east loom up the fine wooded sides of the Blue Ridge, and to the west those of the North Mountain. The Potomac river flows past the town and affords fine boating and fishing, while on its farther bank is the old historic Chesapeake and Ohio Canal which, with its canal boats drawn by mules, forms even in this day of railroads an important means of transportation. To the south and north spreads out the broad, beautiful and historic Valley of Virginia. Three miles to the north is Sharpsburg and the battle-field of Antietam with its fine monuments and National Cemetery, while some seventy miles to the south is the famous Luray Cavern. All of these things cannot fail to leave their permanent impress on the mind of the observant student.

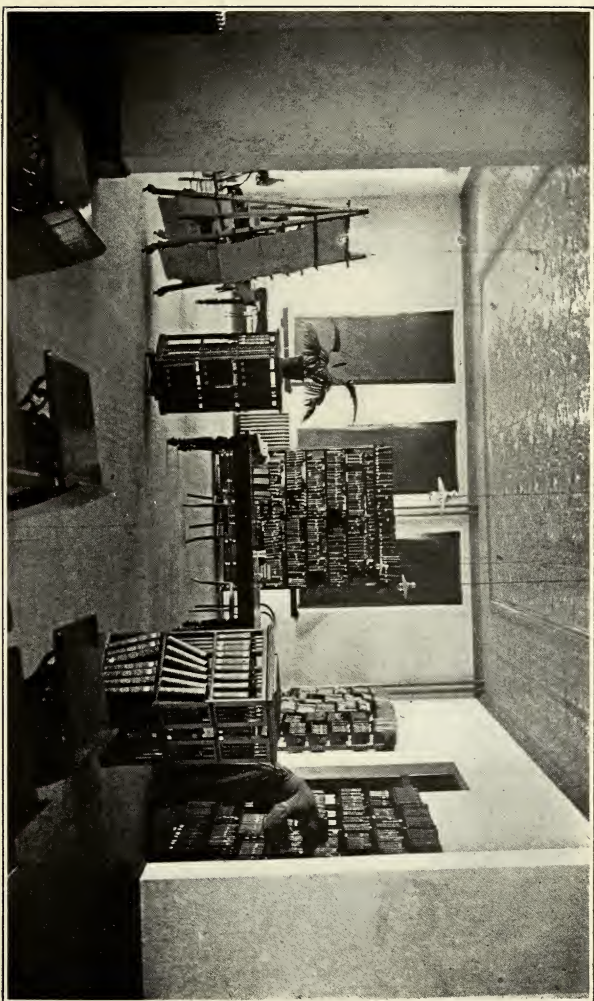
HOW TO REACH SHEPHERDSTOWN.

Shepherdstown is on the Norfolk and Western Railroad, which connects with the main line of the Baltimore and Ohio Railroad

at Shenandoah Junction, six miles to the south; or with the Western Maryland Railroad at Hagerstown, Md., eighteen miles to the north. Students who live on or near the Baltimore and Ohio lines will come via that road to Shenandoah Junction, from which point they may come via the N. & W. to Shepherdstown. The connections between these roads are at times so poor that many who come by that route find it much more convenient to drive from Shenandoah Junction to Shepherdstown, being a comparatively inexpensive drive over six miles of the Shenandoah Valley. Conveyances may be secured at Shenandoah Junction or ordered from Shepherdstown in advance. Those who live on or near the Western Maryland lines will purchase tickets to Hagerstown, at which point they take the N. & W. train for Shepherdstown, the connections at this point being most excellent at this time, students being able to reach Shepherdstown before night of the same day of starting from points as far distant as Elkins. This is decidedly the best route for all to whom it is accessible. Students from Hardy and Pendleton counties and neighboring districts would perhaps find it to their advantage to make for a point on the Baltimore and Ohio Southern, thence to Charles Town; and thence to Shepherdstown over the Norfolk and Western. As will appear from the above, Shepherdstown is not an inaccessible place, as is sometimes imagined by those who live in the Trans-Alleghany portion of the State. It can be reached in a single day from all railroad points in a large majority of all the counties of West Virginia.

THE FACULTY.

The Faculty, as appears elsewhere in this catalogue, is composed of the Principal and eight assistants. These teachers are elected annually by the Board of State Normal School Regents, and are usually men and women of liberal education, good character, high ideals, and successful teaching experience. Nearly all the members of this faculty are graduates of colleges or universities and the teaching experience of each amounts to many years. The work of the school is divided into departments, and each teacher is assigned the department of the work for which he has had special training. In this way the teacher becomes a specialist in this line of work, and therefore the instruction given must be of a much higher order than in the case where a teacher is compelled to teach a number of unrelated subjects.



THE LIBRARY



THE STUDENTS.

Good teachers cannot alone make a good school. Good students are nearly as essential to a school's success as is a good faculty. A hearty co-operation, mutual sympathy, and mutually earnest work, of faculty and students, condition the success of any school. This condition happily prevails in Shepherd College Normal. Our young men and young women are the choicest of the young element of this region of country. They are singularly free from vice, corrupting habits and coarseness ; and are studious, obedient and charitable. These qualities assure for them the high regard of the teachers, and mutual respect is the inevitable result. This adds greatly to the quality and effectiveness of the work of the school.

CONDITIONS OF ADMISSION.

There is both an age and an educational qualification necessary for admission to this school. Boys must be not under fourteen years of age, and girls not under thirteen. A fair knowledge of the common school branches is a pre-requisite to entrance, and unless such knowledge is attested by a diploma from the high, graded or country school, or by a teacher's certificate, or other satisfactory evidence of the pupil's preparedness to take up the work of this school, the applicant for admission will be required to pass an entrance examination in reading, arithmetic and English grammar. It is a mistake on the part of parents to send their children to this school before they have had a pretty thorough common school education : failure is the inevitable result, and this works injury to both the child and the school.

When the necessary qualifications are possessed by pupils intending to come here to school, they should apply to the county superintendent of free schools of their county for an appointment to Shepherd College State Normal School. This should be presented to the Principal when the student applies for admission. If for a good reason students have not secured such appointments before they arrive here, the Principal will secure them for them.

TUITION.

Tuition is free to all West Virginia students receiving appointments. This applies to both the Academic and Normal departments, but does not apply to the departments of Music and

Elocution, in which reasonable tuition charges are made.* Students from outside the State, and others not entitled to receive appointments to this school by reason of their age or otherwise, will be required to pay tuition at the rate of six dollars per term of twelve to fourteen weeks.

DISCIPLINE.

Certificate or other satisfactory evidence of good moral character are necessary to admit a student to this school. Students who will not cheerfully conform to the principles of propriety and right conduct will not be allowed to continue here. As long as the student does right, he will stumble against no rule; but when he fails to do that, he can expect to have his sphere of action circumscribed by rule and regulation of the character that his case will seem to require. It is the object to have such order and discipline as will conduce to the best work of the school and of each individual student in it. The students are taught to be largely self-governing and are made to feel responsible, each for his own conduct and in a measure also for the conduct of his fellows. In this way is engendered in the heart and mind of the student both a feeling of personal responsibility for his own conduct, and a lively interest in the conduct of others and in the general welfare of the school.

PURPOSE.

This school has at least a two-fold object, namely, the preparation of students for teaching, and the preparation of the young men and women of the State for entrance to the State and other universities. But it subserves other functions, chief of which are the training for intelligent citizenship, and the furnishing of a better equipment and the giving of new inspiration to those who have already taught. Many teachers who have achieved success in the school room enroll here, and by reason of their better preparation put themselves in line for promotion. Many of the most useful citizens of the State have laid the foundation of their successful careers in our State Normal Schools.

*For the amount of tuition, see the matter descriptive of these departments on subsequent pages of this catalogue.

EQUIPMENT.

BUILDINGS.

The school has now three large and commodious buildings in which to carry on its work. The oldest of the three is the original Shepherd College. This was transferred by perpetual lease to the Board of Trustees of Shepherd College by Shepherd Brooks, Esq., of Boston. This Board, which is a self-perpetuating body, put the building at the State's disposal for normal school purposes at the school's first founding; and it was the home of the school continuously till 1897, when the school occupied a new building erected just north of the College, which was destroyed by fire in the spring of 1901. It is now used as a music hall and is also headquarters for the Young Men's and Young Women's Christian Associations. It contains six commodious rooms.

Adjoining the above is Shepherd College Hall, which was erected in 1889 by the citizens of Shepherdstown and was put at the disposal of the school. It was used until recently for commencement exercises, lectures, receptions, etc., and was the place for holding chapel services. It is now used occasionally by the school for entertainment purposes. It has a seating capacity of about four hundred.

The new Shepherd College building was completed and first occupied in the spring of 1904. The cut of this structure, which appears elsewhere in this catalogue, shows its magnificent proportions and architectural beauty. It is thoroughly modern and well appointed. The basement contains a large gymnasium, lavatories, toilet rooms, and several rooms adapted to laboratory uses. The first floor contains the principal's office, general office, study hall, library, cloak rooms, and six commodious class rooms. On the second floor are found a fine auditorium, with a seating capacity of about seven hundred, two literary society halls, three class rooms, cloak rooms, etc. This building, as also the others, is heated by hot water. The boiler-house is a short distance from the main structure. Water for lavatory and other uses is pumped from a cistern to all parts of the building. Water for drinking purposes is supplied from a good well. The building is lighted by electricity. The grounds have been beautified by the planting of trees, shrubbery and flowers.

LABORATORIES.

At present we have two laboratories worthy of the name: the physical and the chemical. Good beginnings have been made in biological, geological and botanical laboratories, and an earnest effort will be made to increase our equipment in these lines until we can put them on a first-class basis. The first two named are well-equipped, and students have unusual advantages here in laboratory work, since they can pursue it without paying any fee whatever, a privilege which is not to be had in many schools.

THE LIBRARY.

The library occupies a handsome and exceptionally well-lighted room adjoining the study hall. It is open from 8.30 A. M. until 4.00 P. M., and students have access to all books on its shelves. Books may be taken out and kept not exceeding two weeks. It contains over 3,000 well-selected bound volumes and several hundred pamphlets, periodicals and magazines. The library is used also as a reading room, and on the tables and racks may be found over three score of the best current magazines, periodicals and newspapers. This equipment is being very rapidly added to, important additions being made to it each year.

RELIGIOUS INFLUENCES.

It is not to be supposed because this is a State school and in no way connected with any religious denomination or sect, that it encourages any the less character-building and religious living. On the contrary, it is often found that the moral and religious atmosphere that pervades State schools such as this is in every way as wholesome and as conducive to upright Christian living as is that of schools which are under the domination of some religious sect.

THE CHURCHES.

Students are expected to attend at least one service each Sunday in the church of their choice. Shepherdstown has most excellent advantages in this regard, there being no less than seven churches having regular services, presided over by a clergy of unusual ability for so small a town. Students are welcomed to their services by both pastors and congregations

and find here a pleasant church home. Many of the students are active workers in the Sunday schools and churches, as are also members of the faculty, most of whom are active church members.

CHAPEL SERVICES.

Each day the faculty and students of the school assemble in the auditorium for religious worship. This consists of singing, prayer and the reading of the Bible. This is also a convenient time for making announcements. These services are periodically conducted by the pastors of the churches of the town, to whom a word of thanks is herewith extended for their helpful interest in this regard.

EXPENSES.

Few schools of similar grade in this State or elsewhere can offer students as reasonable an expense account as can Shepherd College Normal. No tuition is charged appointed students pursuing any of the regular courses of studies. No fees are exacted except an incidental fee of \$1.50 per term. This is payable in advance. Subjoined is a table which exhibits a careful estimate of a student's minimum and maximum necessary expenses for a year of forty weeks :

Board, nine months, at \$10 to \$12.50 per month	\$90.00 to \$112.50	
Books and Stationery	8.00 "	15.00
Laundry	5.00 "	9.00
Incidental Fees	4.50 "	4.50
Total	\$107.50	\$141.00

To this should be added traveling and incidental expenses, which will vary with the distance traveled in coming to the school, and with the personal habits and inclinations of the student.

BOARDING.

We have no dormitories here. Students board with private families or may organize students' boarding clubs. At present there are no such clubs, but many of the best homes in the town accommodate student roomers and boarders, and students seem so well satisfied with their treatment there that no suggestion has been made to start a club.

The Faculty has jurisdiction over these boarding places, and persons who keep student boarders are required to enforce any regulations in reference to the conduct of students in their homes as it may from time to time find necessary to prescribe.

Different sexes are not allowed to board at the same place except by permission of the Faculty.

Persons desiring to furnish boarding and rooms to students are expected to make the fact known to the Principal, and to submit rates for the same.

Students are given option between approved boarding places. In no case are they compelled to board or room at a place that proves distasteful to them. Their comfort and welfare are always the paramount considerations in assisting them to find suitable lodgment.

RECORD OF STUDENTS.

SYSTEM OF GRADING.

Students are graded on the following basis and scale : 100 is taken as the maximum, 0 as the minimum per cent. A certificate of completion is granted a student when he has attained an average of 75 per cent on a branch. In this average, recitation counts half and examinations half. In order to be recommended for a diploma of graduation, however, a student must have attained an average, on all the studies required in the course, of 80 per cent. A grade between 90 and 100 per cent is considered very good, between 80 and 90 good, between 70 and 80 poor, under 70 very poor. Students who do not make an average, on the majority of subjects pursued, of at least 75 per cent, are liable to be dropped from the rolls of the school, or required to pay tuition at the rate of \$2.00 per month.

REPORTS.

At the close of each term a written report is sent the parent of every pupil in attendance here, showing the standing of the pupil in the work pursued, and also including his deportment grade. This latter is based upon the student's general conduct in and out of school, while under the teacher's observation. The regulations of the school are on such a broad and liberal basis that it is possible for the earnest, industrious and well-behaved student to make the maximum of 100 per cent. The conduct of students making 75 per cent or under in deportment, during any

one term, will be subject to special investigation by the Principal, and unless there is marked improvement during the following term the student is liable to be dropped from the rolls of the school.

THE PERMANENT RECORD.

In the Principal's office is kept a permanent record of every student enrolled. On this record are entered the grades, both study and deportment, of each student, which are sent out on the term reports to the parents, together with the record of any other work that may be from time to time required. A card record is also kept by each teacher in the school, as well as also a class-book record. In this way the progress of each student is carefully noted, and advice and encouragement are given all who seem to need it. Careless and indolent students will not find a congenial atmosphere in this school.

CREDIT FOR WORK DONE ELSEWHERE.

Credit will be given students for satisfactory work done in other Normal Schools of the State, and also for such work done in such other schools as will seem in the estimation of the Principal to deserve accredited standing.

RESULTS AND OPPORTUNITIES.

Any diploma of the State Normal Schools is accepted by our State University as entitling the student to enter the Freshman class without examination, additional advanced standing being often accorded students in some of the subjects satisfactorily passed here. Other colleges and universities also recognize work done here, and our graduates usually maintain a high and honorable standing in the higher institutions of learning to which they go. Our best graduates finish the bachelor's work in the State University in three years.

The Normal Diploma granted by the West Virginia State Normal Schools has received recognition by seventeen States of the Union, entitling the holder to a teacher's certificate without examination. Our own State is not quite so liberal, but grants a State Certificate of the Second Class to Normal diploma holders who have taught for three years on a number one county teacher's certificate, without examination. At the expiration of this certificate, the Normal graduate may receive, on application, a

State Certificate of the First Class,* provided he has taught four years under a second-class certificate.

Good teachers are in unusual demand at this time, and wages are slowly but surely getting better. The unusually rapid material development of our State within the last few years has revolutionized wages in other fields of labor, and [the teacher's profession is coming in for its fair share of the increase. Our graded and high schools are rapidly multiplying, since towns are springing up everywhere and are rapidly growing toward city dimensions. Here, well educated teachers are in demand, and must be supplied largely by the Normal Schools.

Next to University graduates, Normal School graduates certainly have the preference in all sections of the State, and the time is not far distant when largely only professionally-trained teachers will be employed to teach our youth.

FREE SCHOLARSHIPS.

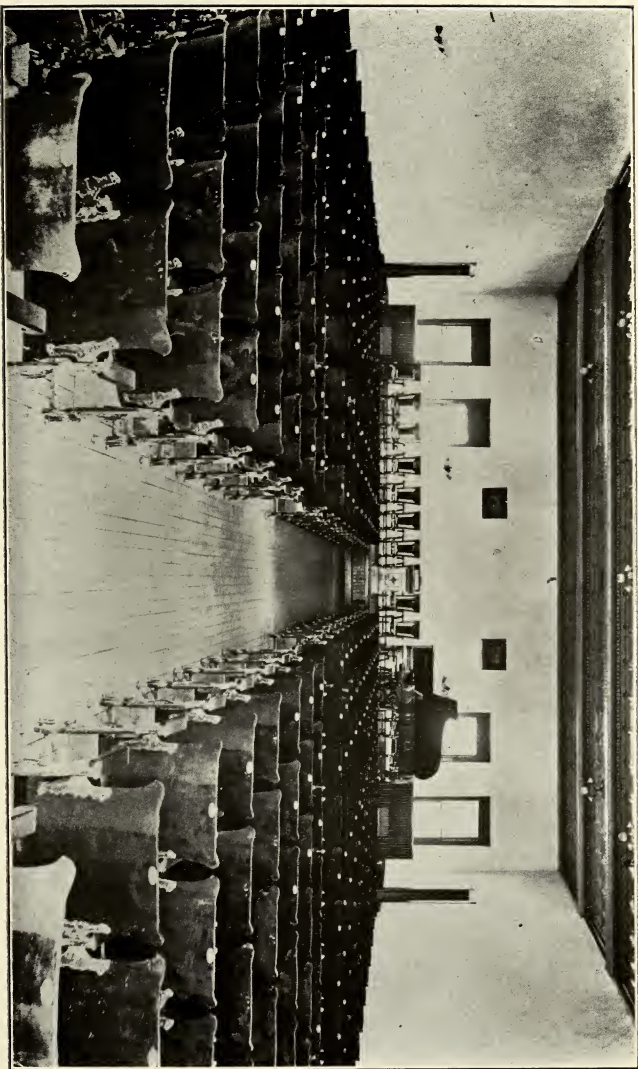
THE WASHINGTON AND LEE UNIVERSITY SCHOLARSHIP.

President Denny of the Washington and Lee University has put at the disposal of the Faculty one Annual Free Scholarship in the academic or engineering department of his school. This scholarship is to be awarded to a member of the senior class who has shown himself extra proficient in his studies, and entitles the holder to free tuition in either or both of these departments in the University.

THE TULANE UNIVERSITY SCHOLARSHIP.

President Craighead of Tulane University has also put at the disposal of the Faculty one annual scholarship in his university. This is also to be awarded to a member of the senior class, and entitles the holder to free tuition in that school.

*Either of these certificates is the equivalent of a First Grade Teachers' Certificate as now issued by the State Department of Free Schools, the First-class Certificate being good for 12 years, the Second for six years.



THE AUDITORIUM



THE READING ROOM.

In connection with the library, a reading room is maintained by the school which is supplied with much current literature. This reading room is open every school day from the opening of school till four o'clock in the evening. Since we have such excellent lighting facilities, this room may also be kept open at night during stated periods.

The following periodicals are on the reading table :

QUARTERLY.

The Forum, Quarterly Journal of Economics,
New York Teachers' Monographs.

MONTHLY.

American Education,	Harper's Magazine,
The Arena,	The Ladies' Home Journal,
The Atlantic Monthly,	McClure's Magazine,
The Bookman,	The Musical Courier,
The Century Magazine,	The North American Review,
Country Life in America,	The Normal Instructor,
Current Literature,	School Science and Mathematics,
The Educational Review,	The W. Va. School Journal,
The Etude,	The World's Work.
Everybody's Magazine,	

WEEKLY.

*The Advocate of Peace,	*The Tygart's Valley News,
The American Economist,	The Nation,
*The Farmers' Advocate,	The New York School Journal,
*The Independent, Shepherdstown,	*The Post, Berkeley Springs,
*The News, Morgan County,	The Pathfinder,
*The Hampshire Review,	The Scientific American,
*The Herald, Martinsburg,	*The Shepherdstown Register,
The Independent,	Suburban Life,
The Literary Digest,	*The Virginia Free Press,
*The Morgan Messenger,	*The Weekly Examiner,
*The Spirit of Jefferson,	The Youth's Companion.
The Outlook,	

DAILY.

Washington Post, Wheeling Intelligencer, *Martinsburg World.

The exchange list of THE PICKET, the school paper, numbering about fifty sprightly, newsy school papers, may also be found on the reading tables.

* The papers marked by a star are sent to the school complimentary by their publishers, whose public-spiritedness and liberality is highly appreciated by faculty and students alike, and to whom our hearty thanks are herewith expressed.

LITERARY SOCIETIES.

There are two flourishing literary societies in the school—the Ciceronian and the Parthenian. They are volunteer organizations, and hold meetings every Friday afternoon during the school year. They are, of course, presided over by students of the school, which affords all a most excellent opportunity of acquainting themselves with parliamentary usage and custom. Primarily, they are for the purpose of developing and nurturing, in the most practical way, a taste for, and the ability to do, literary work of merit. This they are accomplishing in a very satisfactory manner, as is attested by the success of our students and graduates in literary contests. The Annual Inter-Society Contest is doing much to stimulate the work of the societies. It is hoped that a Debating Club may soon be formed with some institution of similar rank, and that an annual debating contest may be thus added to the list of our literary contests.

Following are the names of the contestants for this year's contest, to be held on the evening of June 7, 1907 :

Ciceronian.		Parthenian.
	Debaters,	
Helen Link,		O. Z. Harr.
	Orators,	
Louise Welshans,		J. L. Dunkle.
	Essayists,	
Ruth Miller,		C. J. Unseld.
	Declaimers,	
Rose Snyder,		Elizabeth Cady.

THE SHEPHERD COLLEGE PICKET.

The Shepherd College Picket is a sprightly school paper, edited by the students of the school, and published the last Thursday of every month during the school year. It has for its motto "To interest all in our affairs," and affords much practical literary work for students who belong to the staff of editors or write for its columns. This journal has reached its twelfth year of usefulness without missing a single issue. The Picket management takes this means to thank their friends, the alumni, students, and business men, whose liberal support in different ways

has made its existence possible in the past, and they hope that such favors will be extended to them in the future.

STAFF OF EDITORS.

EDITOR-IN-CHIEF,

Eliza Johnson.

ASSISTANT EDITORS,

Ruth Miller,

Rose Snyder.

Exchange—Frances Hodges, Bessie Lamar.

Local and Personal—Brison Kimble, Helen Link.

S. A. A.—F. O. Woerner.

Educational Notes—Louise Welshans.

Y. M. C. A.—D. T. Link.

Y. W. C. A.—Elizabeth Cady.

Ciceroonian Literary Society—Edna Sprung.

Parthenian Literary Society—J. L. Dunkle.

Class '07—Eliza Johnson.

Class '08—Frances Hodges.

Alumni Notes—Agnes Cady.

Cadet Notes—A. T. Bragonier.

Business Manager—J. L. Dunkle. Ass't Business Manager—C. J. Unseld.

SHEPHERD COLLEGE LECTURE AND ENTERTAINMENT COURSE.

It has been the purpose of the management of the school to arrange, each year, for a first-class lecture and entertainment course. These courses have proved very helpful and enjoyable, and have added much to the social and intellectual life of the school and the community, whose patronage has made them possible. Special rates for the season's course are given to students of this school, and nearly all take advantage of the fine opportunity thus offered of hearing first-class platform talent. Following is a list of the entertainments given during the year 1906-07:

The Hawthorne Musical Club.

Dr. Scott F. Hershey: "The Fellow on Top."

The West Virginia University Glee Club.

Prof. Willis L. Moore, Chief U. S. Weather Bureau.

The Mendelssohn Concert Company.

LOCAL PRIZES.

As incentives to do the best work in the various departments, friends of the school this year offered the following prizes:

1. A gold medal by Hon. H. L. Snyder, to the best all-round student in the school.

2. A gold medal by First Assistant J. D. Muldoon, for loyalty to duty.

3. \$20.00 by Mrs. J. G. Knutti, to be distributed in prizes to the literary societies for the best debate, oration, essay and declamation at the Inter-Society Contest.

4. A gold medal by J. G. Knutti, for the best-drilled cadet.

CHRISTIAN ORGANIZATIONS.

Y. W. C. A.

A branch of the Young Women's Christian Association has been established in this school since 1903. Since its first organization it has been steadily increasing in its membership and good influence in the school. While the religious life and moral culture are its chief aim, it also promotes the social side of school life. The Association has already done much to make the girls who come to school here for the first time "feel at home," and the example of these Christian girls is, as a rule, worthy of emulation; so that their influence for good has already been felt in many directions, and the Association gives promise of increasing its usefulness in future. They now occupy as their home a nice room, which they have themselves furnished, in the old building.

The officers for 1907-08 are as follows:

President—Abbie Banks.	Secretary—Ruth Byerly.
Vice-Pres.—Vanessa Triplett.	Treasurer—Agnes Reinhart.

Y. M. C. A.

The Young Men's Christian Association dates its beginning here to the winter of 1903-04. Much of what has been said of the Y. W. C. A. applies equally well to this organization. The influence of these young men, banded together for the purpose of mutual assistance in Christian living, has been no uncertain factor in the moral upbuilding of the school. They will also own and occupy a room in the old building, which has been set apart for them and which will in due time be properly furnished.

Following are the names of their officers for the present year:

President—J. L. Dunkle.	Secretary—C. J. Unseld.
Vice-Pres.—D. T. Link.	Treasurer—F. O. Woerner.

SHEPHERD COLLEGE ORCHESTRA.

Several members of the school in conjunction with citizens of the town form this musical organization. Some of the music for entertainments during the year and for Commencement is furnished by the orchestra. The school furnishes instruments and instruction free of charge, and in other ways encourages this organization.

THE ORGANIZATION.

J. D. Muldoon, Director—Solo Cornet.

E. B. Spedden—1st Violin.	Edward Barnhart—Clarinet.
Charles Morgan—Solo Violin and Viola.	Wm. Morgan—Trombone.
Charles Sheetz—Drums, etc.	Mrs. J. D. Billmyer—Piano.

ATHLETICS.

The need of wholesome out-door exercise is everywhere felt, but nowhere more than in the schools. One of the secrets of successful study is, undoubtedly, the taking of a due amount of healthy exercise. In order to provide a place suitable for games such as baseball and tennis, the school has rented and graded grounds convenient to the school, and the management is looking forward to securing an appropriation from the Legislature for the purchase of an athletic field, which would form a very important and necessary adjunct to our otherwise excellent and almost complete equipment.

While we encourage and give due prominence to this phase of school life, we by no means magnify nor exalt it, as, unfortunately, so many schools do, above the other greater essentials to the "harmonious development of all the human powers." Nor do we foster, nor even countenance, professional athletics, which seems to be the bane of so many modern-day schools. The Faculty passed a rule some time ago which confines athletics strictly to students regularly enrolled in the school; that is to say, no outsiders are allowed to play on any of our school teams. Our aim is to maintain athletics purely amateur and inter-school.

BASEBALL.

Good baseball teams are organized each year, and a number of games are played with neighboring schools. The teams possess a complete equipment in uniforms, masks, protectors, gloves, etc., and always give a good account of themselves.

TENNIS.

Senator Getzendanner, of Charles Town, has kindly put at the disposal of the school a nice town lot, conveniently situated, for this excellent out-door game. The lot was graded and put in good condition by the school, and it has done much to stimulate athletics among the girls, who had been hitherto somewhat neglected in this regard.

CROQUET.

Croquet sets are also furnished the students by the school. While this is an old game, it is still enjoyed by many who prefer it to games requiring more violent exertion.

BASKET BALL.

Basket ball proved very popular during the past year. Teams

were organized by both the young men and young women of the school, and several interesting games were played by both these organizations. The gymnasium is now a most excellent place for this sport, being convenient for both players and spectators.

THE GYMNASIUM.

In a climate like ours, where during much of the year the weather is unfit for out-door sports, it is essential that schools have gymnasia of dimensions adequate to admit of various indoor games and exercises, and equipped with all needed appliances for the development of the "physical man." Shepherd College possesses such a gymnasium. It occupies a large part of the basement of the new building, and is equipped with first-class gymnasium appliances, making it one of the best equipped gymnasia in this section of country.

THE SHEPHERD COLLEGE CADET CORPS.

This organization has been a permanent feature of the school since its first organization in 1902. It is composed of volunteers from among the young men of the school, and much interest has been manifested in it during its entire existence. Its organization is similar to that of a company of infantry of the United States Army, and it possesses a complete equipment in Springfield rifles, belts, bayonets, and other accessories, the officers being provided with handsome swords. A beautiful flag, a bugle, fife and drums also add materially to its equipment.

The Corps is uniformed in cadet gray in winter and in Khaki in summer. The gray uniform is an exact pattern of the uniform worn by State cadets at the West Virginia University; except that our cap is patterned after that of officers in the U. S. Army, and is surmounted by a gold wreath encircling the letters "S. C. C." The collar of the blouse is also decorated with the letters "S. C." and with silver "service bars." The Khaki is similar in all respects to that worn by U. S. troops.

Hour drills are given twice a week, and the Corps has mastered many of the evolutions of the squad, platoon and company as prescribed in the latest revised U. S. A. Infantry Drill Regulations, besides the manual of arms, firing, and many of the ceremonies. Its most notable achievement thus far was its partici-

pation, on March 4, 1905, in the Presidential Inaugural Parade.

Roster of Officers, Non-Commissioned Officers and Privates.

STAFF AND NON-COMMISSIONED STAFF.

J. G. Knutti (Captain on the Supernumerary list of officers, West Virginia National Guard)—Commandant of Cadets.

Cadet First Sergeant H. O. Wilt—Acting Adjutant.

Cadet Sergeant H. H. Walper—Quartermaster Sergeant.

Cadet Sergeant W. B. Snyder—Color Bearer.

Cadet Sergeant W. A. Morgan—Chief Musician.

*First Sergeant—F. D. Engle.

*First Sergeant—E. L. Magruder.

*Quartermaster Sergeant—B. S. Pendleton.

FIELD.

Captain D. T. Link—Commanding the Company.

Cadet First Lieutenant—L. D. Duke.

Cadet Second Lieutenant—H. A. Winters.

Cadet First Sergeant—H. O. Wilt.

CADET SERGEANTS.

M. F. Miller—Right Guide.

D. R. Dodd—Left Guide.

CADET CORPORALS.

F. O. Woerner,

A. T. Bragonier,

H. M. Banks.

CADET PRIVATES.

Benner, J. S.

Keplinger, Robt.

Billmyer, C. D.

Knode, D. P.

Bowman, H.

Lyne, C. F.

Clapham, R.

McMillion, E.

Combs, T. C.

*Reinhart, H. B.

Crowell, C. W.

Ruppenthal, F. H.

Cunningham, W. J.

Smith, C. V.

Dodd, M. R.

Sperow, W. P.

Gardiner, R. H.

*Waldeck, C. D.

Getzendanner, W. J.

Williams, C.

Harman, W. A.

Wisner, L. G.

Heltzel, D. C.

*Dropped from the rolls.

EDITORS AND PUBLISHERS.

We wish to express our thanks to editors and publishers throughout the Eastern Panhandle and elsewhere for favorable mention of our school in their columns. The generosity mani-

fested by many in placing copies of their papers on file in the Reading Room of the school has been thoroughly and gratefully appreciated.

COUNTY SUPERINTENDENTS.

We take this opportunity to thank the county superintendents of the Eastern Panhandle and elsewhere for their co-operation in the past. We hope to merit these favors in the future. This school is yours. It belongs to no county, but to the people of the State. A word from you when you visit your teachers may influence them to come to this school. We hope you may recommend to them this school, which is making an honest endeavor to meet the public school's needs in this section of the State.

VISITORS.

This school is always open to the public. Parents and guardians are cordially invited to visit it often, and learn what it attempts to do.

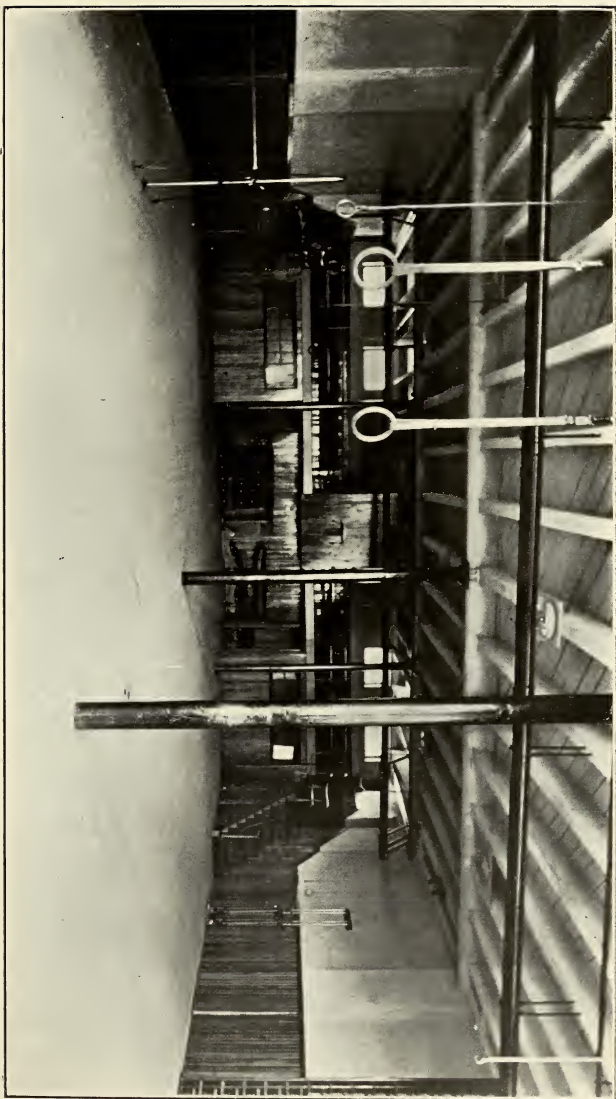
School committees, superintendents and teachers are especially invited to visit the school and make themselves familiar with its work. They will be welcome at all times, and for any length of time.

ALUMNI.

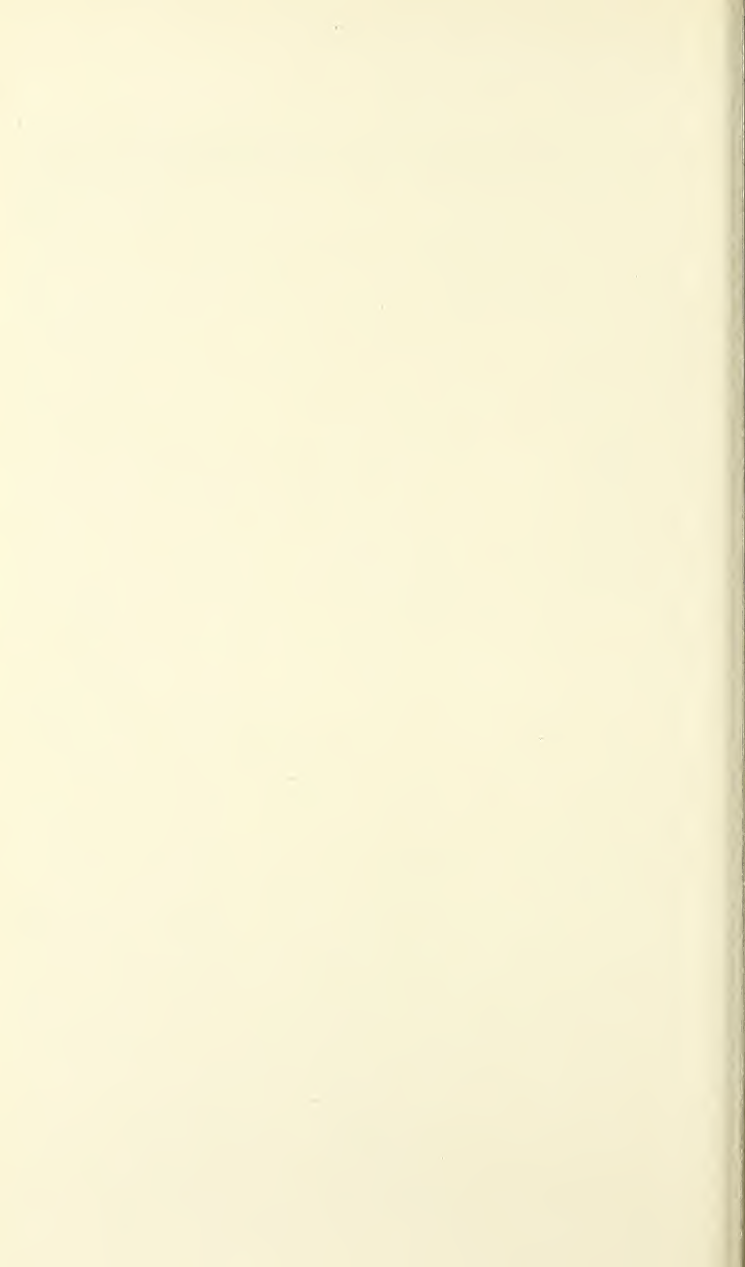
This association now numbers over 300 members. It holds regular exercises and a banquet each year, one day of commencement week.

It is confidently believed that all graduates of the school will manifest a lively interest in its welfare. Their influence on the school is plainly seen and will doubtless increase. The faculty desires to be informed of the success of the graduates and also to render them professional assistance as far as possible.

It is the desire of the principal to know the permanent address of each one who has been graduated from the Normal School. Any change in residence or occupation, if made known, will be properly reported. A mistake of any kind will be cheerfully corrected as soon as attention is called to it.



THE GYMNASIUM



COURSES OF STUDY.

The scope of the school has lately widened, so that instead of two, four courses of study are now offered, namely: Normal, Classical, Modern Language, and Science. A special University Preparatory Course, covering three years, is also arranged for those who wish to work directly for entrance without examination to the West Virginia University.

The requirements for admission to any and all of these courses are the same as those previously explained for entrance to the school. Each course, except as specified above, extends over a period of four years. The parallelism of the various courses is exhibited in outline elsewhere. From an examination of this outline it will appear that the student need not necessarily make a decision upon first entering the school as to which course of study to pursue, but may first find out by actual contact with the work of the school what work would best fit him for his probable future course in life.

THE NORMAL COURSE.

The design of the Normal School is to aid young men and women in their special preparation for teaching. The advantage of having trained teachers is being appreciated more and more by the people of the State. Knowing this, those in charge of the Normal Schools are making every effort to prepare their students thoroughly, both in subjects to be taught in the schools of the State, and in the methods of teaching.

At the same time, it is fully realized that those who are to have the training of the young in charge need more than mere learning; they must be living types of true manhood and true womanhood—men and women of character. To this end, the duty of right living on the part of the teacher is fully pointed out and insisted upon. The teacher's life must be an inspiration to the pupil to Christian living as well as to intellectual advancement. The teacher must also be a student of children as well as books. He must understand the *laws* of the development of the human intellect before he can be entrusted with that development. Education does not consist alone in the number of facts learned and remembered, though the importance of this should

not be underestimated. A well rounded and thoroughly developed mind should be the aim of every student. This cannot be obtained by rushing through the course with a view merely to passing examinations. The feeding of the mind, like the feeding of the body, must be accomplished with a decent regard for the time necessary to digestion. Mental dyspepsia is more dangerous than the physical form of that disease.

Except by special permission of the Principal, no student will be permitted to pursue more than five regular studies at one time.

NORMAL DIPLOMA.

To receive a Normal Diploma the student must complete the full Normal Course, and must have a standing of 80 per cent. These diplomas entitle the holder to a permanent State certificate upon the following conditions: The State Board of Examiners issues two classes of certificates; first-class for twelve years, second-class for six years. "The second-class certificate shall be issued, upon application, without examination, to the graduates of the State Normal School and its branches, and of the State University, when said graduates shall have presented to the Board satisfactory evidence that they have taught successfully three years in the State under a number one county certificate; two of said three years shall immediately precede the application for such certificate." These certificates, as noted elsewhere, are recognized by many States of the Union, entitling their holder to teach in any of the public elementary schools of those States without requiring him to pass their teachers' examinations.

ACADEMIC COURSES.

The Classical, Modern Language, and Science courses may be conveniently grouped under the above caption. They are essentially academic in character. The advantage of having the single academic course supplanted by these three courses is obvious. The admixture of languages, sciences and mathematics, varying as they do in amount, affords opportunity for just about the proper amount of substitution to put the Normal School curriculum on the elective basis. The primary advantage is that the work of the school is varied so as to take account of individual bent of mind, thus affording opportunity for the development of individual tastes and talents. Each of these

courses meets fully the admission requirements to the collegiate courses of the West Virginia University, and will insure our graduates ample "credits" to gain them admission to most educational institutions of first rank in the country, without examination.

ACADEMIC DIPLOMAS.

Upon the satisfactory completion of any one of these academic courses, upon recommendation by the Principal of the school, the student will receive from the Board of Normal School Regents a diploma specifying the course of study completed. This diploma will, in most cases, insure its holder ready admission, without examination, to the best colleges and universities in the land, and will stand for a degree of culture and mental discipline not to be despised.

SCHEDULE OF COURSES OF STUDY.

		NORMAL	CLASSICAL
FIRST YEAR	FALL	Oriental and Greek History English Latin Physiography	Oriental and Greek History English Latin Physiography
	WINTER	Advanced Mental Arithmetic English Latin Physical and Industrial Geography	Advanced Mental Arithmetic English Latin Physical and Industrial Geography
	SPRING	Algebra English Latin Roman History	Algebra Latin English Roman History
SECOND YEAR	FALL	Algebra Rhetoric and Literature Latin Mediaeval and Modern History	Algebra Rhetoric and Literature Latin or Greek Mediaeval and Modern History
	WINTER	Algebra Rhetoric and Literature Latin English History	Algebra Rhetoric and Literature Latin or Greek English History
	SPRING	Algebra Rhetoric and Literature Latin Botany or Zoology	Algebra Rhetoric and Literature Latin or Greek Botany or Zoology
JUNIOR YEAR	FALL	Geometry English (Literature) History of Education Civics and U. S. History	Geometry English (Literature) French, German, { Any Latin, Greek { two
	WINTER	Geometry English (Literature) Economics Commercial Geography	Geometry English (Literature) French, German { Any Latin, Greek { two
	SPRING	Geometry English (Literature) Geology or Astronomy General Methods	Geometry, Geology or Astronomy English (Literature) French, German, { Any Latin, Greek { two
SENIOR YEAR	FALL	Chemistry Physics Biblical History, Pedagogy, Psychology School Supervision and Training Work	Physics or Chemistry Psychology French, German { Any Latin or Greek { two
	WINTER	Chemistry Physics Pedagogy, Psychology Sociology and Training Work	Physics or Chemistry Sociology or Psychology French, German, { Any Latin or Greek { two
	SPRING	Chemistry or Trigonometry Physics or Agriculture Ethics, Child Study, Educational Psychol Methods and Training Work.	Physics or Chemistry Ethics French, German, { Any Latin or Greek { two

SCHEDULE OF COURSES OF STUDY—Continued.

		MODERN LANGUAGE	SCIENCE
FIRST YEAR	FALL	Oriental and Greek History English Latin or German Physiography	Oriental and Greek History English Latin or German Physiography
	WINTER	Advanced Mental Arithmetic English Latin or German Industrial Geography	Advanced Mental Arithmetic English Latin or German Industrial Geography
	SPRING	Algebra English Latin or German Roman History	Algebra English Latin or German Roman History
SECOND YEAR	FALL	Algebra Rhetoric and Literature Latin, German or French Mediaeval and Modern History	Algebra Rhetoric and Literature Latin, German or French Mediaeval and Modern History
	WINTER	Algebra Rhetoric and Literature Latin, German or French English History	Algebra Rhetoric and Literature Latin, German or French English History
	SPRING	Algebra Rhetoric and Literature Latin, German or French Botany or Zoology	Algebra Rhetoric and Literature Latin, German or French Botany or Zoology
JUNIOR YEAR	FALL	Geometry English (Literature) German or French Civics and U. S. History	Geometry English (Literature) German or French Civics and U. S. History
	WINTER	Geometry English (Literature) Economics German or French	Geometry English (Literature) Economics German or French
	SPRING	Geometry English (Literature) Geology or Astronomy German or French	Geometry English (Literature) Geology or Astronomy German or French
SENIOR YEAR	FALL	Chemistry or Physics Psychology French German	Chemistry Plane Trigonometry Physics French or German
	WINTER	Chemistry or Physics Sociology French German	Chemistry Physics Sociology or Spherical Trigonometry French or German
	SPRING	Chemistry or Physics Ethics French German	Chemistry or Agriculture Ethics or Analytical Geometry Physics French or German

THE WORK OF THE DEPARTMENTS.

DEPARTMENT OF PEDAGOGICS.

Teaching is fast becoming a profession throughout the world. The teacher must, therefore, become more and more a trained and skilled workman, one who understands the material with which he works; its laws of growth, its limitations, and its possibilities. Teaching is both a science and an art, and he who would be most successful in it must study it most. The inborn qualities of a teacher are all important, to be sure, but even the most gifted needs to reinforce this gift by a study of the work and methods of the masters of the profession. With this idea in view, the Normal Schools are embodying in their curricula more and more of such studies as are calculated to train the prospective teacher in the actual duties and responsibilities that will devolve upon him when he enters upon the active duties of the profession. No one who looks carefully over the list of the more strictly "professional" studies, as outlined below, keeping in mind at the same time that these embrace only a comparatively small part of a Normal graduate's educational equipment—can fail to see the advantage in having a teacher thus equipped in preference to one who lacks perhaps both these and the remaining portion of the excellent four year's course of study, as previously outlined; and yet such is the density and stupidity of many members of boards of education that they make no distinction between employing the common school and the Normal School graduate. How long will such ignorance prevail in West Virginia? When may the Normal Schools expect to get a "square deal?"

Following are the studies considered more strictly as "professional," "pedagogical," or as coming under the general caption of "teachers' training work."

HISTORY OF EDUCATION.

This study provides for a general survey of the rise and progress of education and the educational systems of ancient, mediæval and modern states; the consideration of these in their relation to one another; how each developed alone or from some

other ; and the influence wielded by each system in the development of the country to which it belongs.

With that object in view, a study is made of the educational ideas and of the means provided for education, by the Egyptians, Hebrews, Greeks and Romans ; the educational ideas of the Middle Ages, the rise of the Monastic, Scholastic and University systems ; the Renaissance, Humanism, and the Jesuitical schools ; educational reformers and their work, including the study of the work of Rabelais, Montaigne, Ratch, Comenius, Rousseau, Froebel and Pestalozzi ; and finally a comparative and critical study of the educational systems of the leading countries of the modern day, with a view to the better understanding of the excellencies and defects existing in our own.

SCHOOL ECONOMY—ONE COURSE.

Under this general head are taken up a large number of things pertinent to the physical equipment and environment of the school. Among these may be mentioned school grounds, their location, size, care, etc. ; school house architecture ; school furniture and physical appliances for illustrating or elucidating the lesson ; school sanitation, decoration, etc., etc. This work is among the most useful and interesting in the course of study.

PSYCHOLOGY—ONE COURSE.

Psychology is the most fundamental of all the pedagogic studies, and is therefore dwelt upon throughout the Senior year. Physiology is an absolute pre-requisite to an intelligent study of psychology, since physical function must so largely determine mental operations. The physical senses are the basis of all knowledge, and hence the importance of studying the psychophysical organism for a correct understanding of the communication and assimilation of knowledge, and of the laws underlying the operations of the mind. The practical side of psychology receives most attention, and this deals directly with individual introspection for the purpose not only of observing the mental processes, but of deducing the laws underlying these, of cultivating the proper mental states, and of properly subordinating, co-ordinating and developing the various faculties and propensities of the mind.

PEDAGOGY.

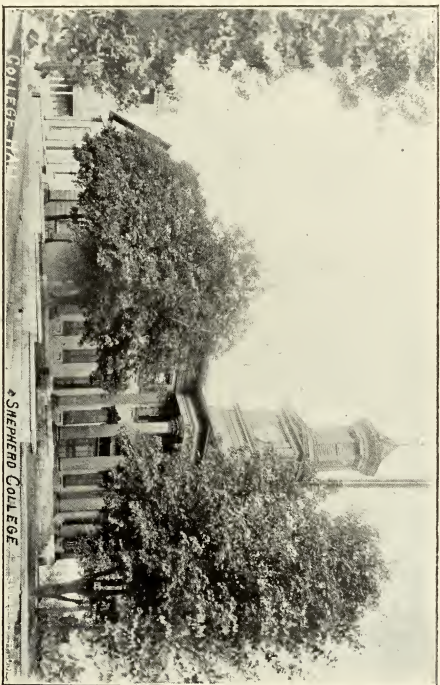
"The individual teacher must have a part in the construction of the science in which his art is to have its foundations." How large a part this is to be, must necessarily depend upon his analytic knowledge of human nature and his capacity for logical and synthetic thinking. Most aspirants for the teaching profession do not possess knowledge requisite for taking a very large part in this constructive work, but must seek guidance and reinforcement in scientific treatises on the subject. To supply these essentials is the aim of the course. After a thorough review of psychological principles, the problem of the correlation of studies and the best methods of teaching them is taken up, as are also the principles of instruction, knowledge, and culture underlying each of them.

CHILD STUDY—ONE COURSE.

The work as carried on at present is largely theoretical, though many individual observations are noted and brought to the attention of the class by both instructor and pupils. The psychological development of children is chiefly dwelt upon, which, to be properly understood, must be constantly supplemented by physical and physiological data and references. After consideration of the general order of development, both physical and mental, the classification and development of instincts is taken up, followed by a study of the development of intellect. Heredity, individuality, and abnormalities occupy the attention for some time, after which "Child Study Applied in Schools" is dwelt upon at some length, which affords opportunity to suggest practical application of the principles learned. Kirkpatrick's Fundamentals of Child Study is the text used.

METHODS—ONE COURSE.

In this class the theory and application of the best methods of teaching the common school and some of the higher branches are studied. This subject follows naturally upon infant and adolescent psychology and can be best understood in the light of these studies. The work is made as practical as possible, the class at times being considered a model class by the instructor in order the more clearly to clinch in actual practice the theory learned.



THE OLD BUILDING—MUSIC DEPARTMENT

SCHOOL SUPERVISION.

As the basis of this course the excellent book, "Our Schools: Their Administration and Supervision," by William E. Chancellor, is used. Here are defined and discussed the sphere and duties of boards of education, superintendents, principals, supervisors and class teachers. The state system of education, the public school, the private school, courses of study, salary, tenure, and certification—all come in for their share of attention. Then, too, some of the larger school problems, such as are treated of in "A Modern School," by Paul Hanus, come up for discussion.

BIBLICAL HISTORY.

The fact that the Bible is, and by right ought to be, regarded as the basal text dealing with ethics and the higher life in general—makes it imperative for the schools to give it recognition as a text-book of morals surpassing and outclassing all other books treating of these subjects. The modern school man well recognizes that no one can justly lay a claim to even moderate learning without having a fairly good knowledge of the literature and teachings of the Bible. To this end a course is now offered in Biblical history, the chief object of which is not so much an investigation into the bare historical facts underlying the Bible, as in stirring up an interest in the moral, cultural and spiritual truth to be found therein so clearly and so beautifully expressed.

PRACTICE TEACHING.

During one term, the work consists in teaching some of the regular classes in the school under the immediate supervision, usually, of a member of the faculty, who acts for the time being the part of a critic-teacher. In this way a good estimate of the student's ability to teach can be made, and his methods, where they are defective, are corrected. The students so assigned are designated as assistants to the teachers under whose supervision they teach and whose methods they study, and are required to carry on the work of the teacher in the particular branch to which they are assigned as often as they are called upon to do so. This is at least once a week; but every day they are required to make such preparation of the lesson as will enable them to take charge of the work upon the request of the teach-

er, and are required to be present at every recitation unless excused in the same manner as in any other branch of study.

TEACHERS' REVIEW COURSES.

Shepherd College has had during every spring term for some years a so-called teachers' training and review course. This is designed specially to afford all who have already taught school, or who expect to try the teachers' examinations with a view to entering on the teacher's calling, an opportunity to gain a more thorough knowledge of the subjects upon which they have to pass examination for their certificates and which they have to teach in their school rooms. All of the common school branches are reviewed with such thoroughness as a term's recitations in any one branch will admit of. It is easily seen that where a student has had pretty good common school training he can get, in most subjects pursued for one term here, so thorough a grounding that he need not fear the uniform examination in those subjects; on the other hand, if he lacks that preliminary training, he may not be able to put himself square with the examination by one term's work here. We have been gratified to note that most of our teachers' training students have been able to secure good certificates. That they have benefitted permanently in their education and in their outlook upon life, goes without saying. Even a term's contact with an institution of this kind leaves an impress that is lasting and, we believe, beneficial. With this school's splendid equipment in every respect, with a most reasonable expense account to offer as an additional inducement, together with the character of the work offered—the spring term enrollment of this school has been increasing by leaps and bounds, and will still further increase as teachers and prospective teachers become acquainted with the work that is being done here for their especial benefit. It is in general suggested to students who come here for that work that they come here with the idea of taking up about five studies at a time, not more, in order that they may be able to study these subjects thoroughly, not only to "cram" them for examination purposes alone. Our students who have done that have usually been able to win first grade certificates after having taken two spring term's courses here, and they have added besides permanently to their educational and cultural equipment. More counties than are allotted to our district were represented in this work alone here during

the spring term. Another year will doubtless see a still further increase in our already large enrollment. Next year this course will again be offered, and a great effort will be made to make it more efficient and helpful than ever before. All teachers especially who hold anything less than a first grade certificate should take advantage of this opportunity to fit themselves both for the better certificate and a better place. Honorable promotion comes only with work well performed, or with increased efficiency, or both. The teacher is surest of promotion who can point both to a good record of work performed and to additional scholastic attainment.

THE SUMMER SCHOOL.

Beginning with June 11 and continuing to July 18, Shepherd College will offer instruction similar to that explained above, except that the summer school work will be more strictly in the nature of teachers' review work, preparatory to the uniform examinations. But besides instruction in all of the common school branches, courses in Latin and in algebra will be offered, together with courses in the theory and art of teaching. An incidental and tuition fee of ten dollars will be charged all who enroll for this work. The summer school will be conducted by the Principal and the First Assistant. The estimated expense for the six weeks, including board, books, laundry, and tuition is \$32.00.

DEPARTMENT OF MATHEMATICS.

MENTAL ARITHMETIC—ONE COURSE.

One course is given in this subject. It is well known that there is scarcely another subject in the primary and secondary school curricula that is so well adapted to the best disciplining of the mind as mental arithmetic. Special emphasis is therefore placed upon it, and a thorough drill is given in all the problems and processes given in an excellent text like that of Brooks, together with supplementary work obtained from other sources.

DRAWING—ONE COURSE.

The aim of this course is to give the student an intelligible and practical knowledge of the principles of perspective drawing. The principles are applied to the working out of geometrical

problems and a variety of common objects. It is intended to make this course more and more helpful to teachers by giving them training in the art of ready black board illustration work and methods.

BOOKKEEPING—ONE COURSE.

It is the aim of this course to give the student such an understanding of the general principles of single and double-entry bookkeeping as to enable him to make a practical use of the same in actual business transactions. The following course of study is adhered to in this work :

1. A clear and definite idea of such terms as a business transaction, an account, debtor, creditor, resources, liabilities, net capital, net insolvency.
2. Ability to explain the use of a day-book, ledger, cash-book, order-book, sales-book, bill-book, check-book, and to readily record business transactions in these books.
3. To open and close an account.
4. To write and explain the use of all ordinary commercial paper, as orders, receipts, checks, drafts, commercial and bank, sight and time notes, negotiable and non-negotiable, and indorsements of the same, statements of accounts, bills of goods, etc.

For several lessons the student is required to rule his own books from plain paper. Each student is required to hand in a complete set of books written from exercises dictated by the instructor.

ALGEBRA—FOUR COURSES.

Prerequisite, a fair knowledge of Arithmetic, both Mental and Practical. Four courses are given, the completion of which will fit any student for the higher mathematical courses offered in the State University. Neatness, exactness, rapidity, and self-reliance in all processes are insisted upon. The student is required to think. The demonstration of principles is begun early and continued throughout the course.

Course 1. In this course the symbol is fully explained. Algebraic signs are taught as they are required and used. The special rules in multiplication are dwelt upon until they become the student's own. Factoring is mastered.

Course 2. Equations of one, two and three unknown quantities are considered. Elimination, by addition or subtraction,

by comparison, and by substitution is taken up and completed.

Course 3. This course opens with a continuation of Simultaneous Simple Equations, completes Involution and Evolution, dwells closely on the Theory of Exponents, and pursues Radicals to Quadratic Equations.

Course 4. In this course we complete Quadratic Equations, Ratio and Proportion, Progressions, and Variables and Limits. The Binomial Theorem is developed, Logarithms and Undetermined Coefficients are studied.

GEOMETRY—THREE COURSES.

The subject of Geometry is completed in three terms. The most careful accuracy is required in Geometry as well as in all other mathematical work. The student is required to thoroughly understand each step before proceeding to the next higher. The study of Geometry is successful only when the student has been thoroughly imbued with the importance of accurate scientific methods. Once he is led to realize the value of doing things just right and no other way, he has received a training which must, sooner or later, bring him success. No one is allowed to pass from this subject until he has exhibited an ability for careful, accurate and abstract reasoning.

The fundamental theorems of the line, the angle, the triangle, the quadrilateral, the polygon, regular and irregular, and the circle, in plane geometry, are thoroughly understood. The exercises in the text are required to be solved as completely as the theorems. The same method is pursued in solid geometry in all its departments.

Course I. Books I and II—Theorems and plenty of original work.

Course II. Books II, III, IV, V, VI—Finish Plane Geometry.

Course III. Books VII, VIII, IX, X—Solid Geometry. Practical examples throughout the course.

TRIGONOMETRY.

The subject of Trigonometry is taught the spring term of the senior year. Its practical value is very great, since it is essential to the work of surveying, astronomy and, indeed, to all sciences which depend upon mathematical demonstrations. Trigonometry treats of the relations of lines and angles by algebraic

methods. In Plane and Spherical Trigonometry, these relations are applied to the solution of plane and spherical triangles.

SPHERICAL TRIGONOMETRY AND ANALYTICAL GEOMETRY—ONE COURSE EACH.

The above subjects have lately been added as optional studies to our curriculum. They will be taught if there is sufficient demand for them.

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE.

This work is carried on not only by the use of text books, but also by reference work in the library, papers, outlines and maps.

HISTORY OF THE ORIENT AND GREECE—ONE COURSE.

The study of the Oriental period from prehistoric times to the rise of Greece, followed by the study of Grecian History, is the scope of this course. The prehistoric period is studied briefly to show its connection with the historic period. This is followed by a consideration of all the Oriental nations and Greece. The time is spent in the study of the political and religious history, with due consideration of the literature, architecture, sculpture, painting and social life.

HISTORY OF ROME—ONE COURSE.

The Roman period extends from the earliest times in Italy to the fall of Rome, 476 A. D. The aim in this is a thorough study of the political and constitutional phases and such a study of the Roman architecture, sculpture and literature as to form a fairly good comparison with the Oriental and Greek peoples.

MEDIAEVAL AND MODERN HISTORY—ONE COURSE.

The period extends from the rise of the Frankish Kingdom to the present time. In this course the object will be to show the growth and development of those institutions out of which have arisen most of those of today, followed by a study of the origin and development of the political institutions of England and the great world movements.

HISTORY OF ENGLAND—ONE COURSE.

This course will trace the history of England from the earliest time to the present, emphasizing chiefly the beginnings of the representative government, the growth and decline of Feudalism, the rise of the Commons and the transition from arbitrary to constitutional monarchy.

AMERICAN HISTORY AND GOVERNMENT—ONE COURSE.

The American History is studied from the earliest explorations and settlements to the present time. The aim of this course, taking up as it does a study of the growth and development of the nation and government, is both informational and patriotic.

ECONOMICS—ONE COURSE.

In economics one course is presented. It has for its purpose the training of the student to think correctly and independently along economic lines. He is led to see the actual economic facts that are about him, taught how to treat with them, how to classify them and discover their relations. Some attention is paid to the fundamental principles underlying the production, exchange, distribution, and consumption of wealth. The principles of taxation and hence the sources of revenue, and the expenditure of public funds, are closely studied. Socialism, trades and labor unions, monopolies, public and private, co-operative and benevolent associations, etc., all receive attention.

INDUSTRIAL GEOGRAPHY—ONE COURSE.

This work covers the ground from the earliest beginnings of industries through their gradual development and growth, together with the attendant growth in commerce, to the present time. In this course a careful study is made of the great inventions: steam, telegraph, electricity and the Bessemer process for making steel and their effect upon the development of the world's industries and commerce. A study is made of the conditions governing the production of materials, methods of transportation and accessibility to market. The text work is supplemented by helps from the library, maps and specimens of different products.

GEOGRAPHY OF COMMERCE—ONE COURSE.

This work involves two main points: physiography, and the activities of men and organizations of men. The object of this course is to connect cause and effect; to trace the great and small streams of commerce, and also to show the causes that give them direction and volume.

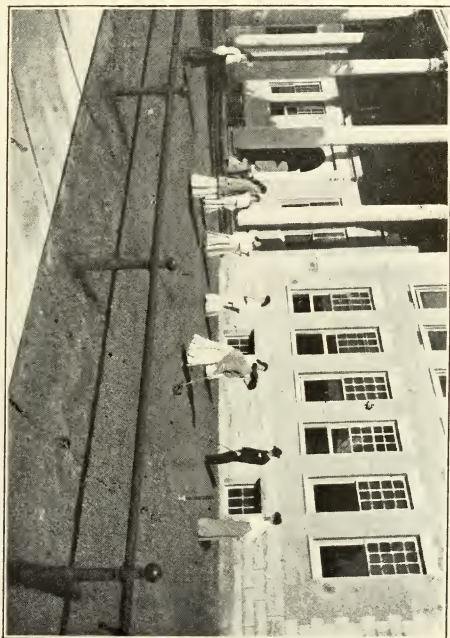
Controlling influences, such as governmental aids or impediments, the improvement of products, industrial processes, and means of transportation, are also considered.

PHYSIOGRAPHY—ONE COURSE.

One course is given in this subject. Prerequisite, a good knowledge of common geography. Physiography forms the basis for the study of all the Natural Sciences. This being true, careful attention is given to it. The great importance of soil and climate in determining the political, commercial, and historical prominence of the country is emphasized. Land Sculpture is studied with reference to its past and present action, in modifying the structure of the earth's surface. It is studied both from the text book, and by some actual field observation. For the study of this subject this department is supplied with Globes, Maps, U. S. Geological Reports, Weather Maps, Relief Maps, and a good collection of rocks and minerals. Map-drawing will constitute a part of the work in this branch.

GEOLOGY—ONE COURSE.

The work in this subject follows Physical Geography. One course is offered in this branch in the Junior year. It comprises the study of the earth and the forces which build or destroy it. The student is led by laboratory and some field work to recognize the common rocks and minerals and to trace their composition and formation. A fair geological museum is at their command. Work with the hand lens and the microscope is required. The study of the landscape is made a prominent feature and for this purpose United States Government maps are used and some out-door work is done. The formation of limestone, iron, coal, and petroleum is given careful attention on account of their commercial and industrial value. West Virginia is rich in all of these and the study of their formation will be interesting and valuable to West Virginia students and to others as well.



A GAME OF CROQUET

The physiographic development of the principal continents is made the subject of careful study. The historical geology of the United States and of West Virginia is given much attention. The student is expected to make various drawings to illustrate his work and to supplement the text by using Dana's Manual, Tarr's Economic Geology, and Dr. I. C. White's valuable works on Petroleum, Gas, and Coal of West Virginia.

ZOOLOGY—ONE COURSE.

One course is offered in this subject in the third year. This course gives a knowledge of the structure in lower as well as higher forms of animal life, the tracing of progress of development, and an understanding of some important principles of classification, in order to familiarize the student with some of the great ideas of biological science.

Laboratory work on some typical forms gives training in close observation, careful drawing and accurate description.

Animals representing different types are carefully studied, their characteristics and classification noted, and lists are made by the student of those with which he is familiar, putting each in its proper place in the classification.

The following points are also touched upon: the doctrine of evolution and the criteria by which we judge the animal's rank; the theory of instinct; the voluntary and automatic movements; the principal organs with their functions, adaptations, correlations and analogies. A good collection of specimens preserved in alcohol, representing many of the less common life forms, is available for students of this subject.

BOTANY—ONE COURSE.

One course in the second year is given to this branch. This course aims at the study of plants rather than the study of books, the gaining of an acquaintance with living beings through the study of the structure and life-processes of plants. Laboratory work in germination and growth of seedlings is done by each student. The study of the structure of buds, stems, leaves, flowers and fertilization, is followed by enough of plant analysis to enable the student to identify our common plants with the aid of a key.

Classes are instructed in collecting, pressing and mounting specimens for the herbarium. Each student is expected, before

receiving proper credit for this work, to analyze and mount twenty-five plants for a herbarium and to collect, mount and draw typical leaves from fifty different kinds of plants.

ASTRONOMY—ONE COURSE.

The course in astronomy is arranged particularly for general observation work in connection with science and nature methods. That part of the subject which bears a close relation to physical geography is treated in connection with that subject. The effort is to gain general familiarity with the principal fixed stars, constellations, etc., how to locate them, and such phenomena as are closely allied to nature study. It is an optional study and may be substituted for Geology.

PHYSICS—THREE COURSES.

The work in physics in this school is gradually approaching the standard maintained by the best secondary schools in the country. Each year sees more individual laboratory work accomplished and a steady growth in laboratory equipment. The quality of the work done receives the greatest consideration. However, the number of exercises is taken account of. The class during the spring term performed successfully some fifteen experiments, such as: Coefficient of Linear Expansion, Thermal Capacity of a Calorimeter, Spherometer, Vernier, Micrometer, Specific Heat of Metals, Velocity of Sound, Sonometer, etc.

These experiments are, of course, quantitative in character and call for much reading and thought.

A good deal of consideration is given to the collection of data, the preparation of the reports, and the result of the experiments. In this part of the work neatness, accuracy, form and order are always emphasized. Text: Hoadley. Reference: Barker Adams, Gage, Ames and Bliss, Sabine Coleman.

Course I. General properties, conditions, and construction of matter; Motion, Force, Gravitation, The Pendulum, Machines, Liquids and Gases.

Course II. Magnetism—the magnetic needle, etc. Electricity—installing electric bells, constructing voltaic cells, the dynamo, motor, the X Ray, wireless telegraphy, etc.

Course III. Heat—sources, transference, practical uses.

Sound—cause, reflection, music. Light—source, transmission, reflection, refraction.

CHEMISTRY—THREE COURSES.

The study of chemistry is pursued in much the same manner as Physics. The work consists of daily recitations and laboratory work. It is thought that the correct way to study Chemistry is by actual experimentation. The students perform the experiments of the text book and such other original work as may be assigned to them and discuss these results in the class. Such other illustrative work as is deemed necessary is presented to the class by the teacher. The work in Organic Chemistry is followed by qualitative analysis, which is almost wholly laboratory work. The laboratory is well supplied with conveniences for prosecuting the work in Chemistry as far as it is carried in this course.

Course I. Nature of chemistry, bending glass, constructing apparatus, class work on text and experimental work in the nonmetal elements—Hydrogen, Oxygen, Nitrogen, Chlorine, etc.

Course II. The metals—Iron, Silver, Carbon, etc. A little elementary analysis is attempted in the last month's work.

Course III. Quantitative analysis.

AGRICULTURE—ONE COURSE.

The scientific study of agriculture has but recently attracted the attention of the people of West Virginia, though our State is perhaps essentially an agricultural State. With the introduction of this study into the Normal Schools, it promises soon to receive the recognition that has been due it long since. It goes without saying that at present our course is essentially an elementary one, dealing only with the most fundamental things. A study of the nature and formation, classification and physical properties of soils and their relations to plants, is made; after which the kinds of plants and crops are considered, followed by a close study of the propagation, improvement, pruning and enemies of plants. The material use to which plants are put chiefly engages the attention, but reference is also made to their aesthetic value in ornamentation, and to landscape gardening in general.

DEPARTMENT OF ANCIENT LANGUAGES.

Following are the courses offered in this department :

1. Latin, - - - - - - 12 courses.
2. Greek, - - - - - - 9 courses.

The object of the study of Latin and Greek for the student in secondary schools is primarily the comparison with, and hence further knowledge of, his English, together with a view to preparing him for the advanced work of the University. This is kept in mind constantly throughout the course. Then, too, the literature of these languages may well be studied for its own sake. The work in the Department of Ancient Languages is so arranged that no one having a good knowledge of English Grammar will encounter serious difficulty.

LATIN.

FIRST YEAR.

1. Bennett. Etymology.
2. A continuance of course one.
3. Cæsar. Oratio Obliqua (Books I, chs. 1-14).

SECOND YEAR.

1. Cæsar's Gallic War (Books I, II).
2. Cæsar's Gallic War (Books III, IV), Cicero's First Oration against Catiline.
3. Cicero's Second, Third and Fourth Orations against Catiline.

THIRD YEAR.

1. Vergil's Aeneid (Books I, II).
2. Vergil's Aeneid (Books III, IV).
3. Vergil's Aeneid (Books V, VI).

Bennett's Latin Grammar, Kelsey's Cæsar, Kelsey's Cicero, Knapp's Vergil, Daniell's Composition based on Cæsar and Cicero, used throughout the second year.

FOURTH YEAR.

Upon sufficient demand a fourth year course will be arranged. Our present policy, however, is to substitute another language for the fourth year's work in Latin.

GREEK.

FIRST YEAR.

1. White's First Greek Book. The work of pronunciation, accent, declensions, etc., is taken up by beginners in this course.
2. First Greek Book completed; a continuation of course one.
3. Xenophon's Anabasis; Book One. Connected discourse is begun here. Goodwin's Greek Grammar.

SECOND YEAR.

1. Anabasis finished; Books I-IV. Grammar continued.
- 2-3. Homer's Iliad; the text is read metrically, and mythology made a special study. Seymour's Iliad, Gailey's Classic Myths.

THIRD YEAR.

A third year course will be arranged, provided the demand justifies the organization of the additional work. At present, our policy is to substitute some other language for the third year in Greek.

DEPARTMENT OF MODERN LANGUAGES.

Following are the courses in this department:

- | | | | | | | |
|------------|---|---|---|---|---|-------------|
| 1. French, | - | - | - | - | - | 9 courses. |
| 2. German, | - | - | - | - | - | 12 courses. |

FRENCH.

1. *Elementary Course*.—Grammar, reading, and practice in pronunciation and oral understanding. Chardenal's Complete French Course; Rollin's French Reader.

2. *Elementary Course*.—A continuation of Course I. Charde-
nal's Complete French Course; Rollin's French Reader.

3. *Elementary Course*.—A continuation of Course II. Char-
denal finished. Rollin's French Reader.

4. *Fiction of the Nineteenth Century*.—Works by Daudet, Du-
mas, Andre, Theuriet, George Sand, etc. Grandgent's Compo-
sition based on "Le Siege de Berlin."

5. *Composition*.—Practice in writing French prose. Discus-
sion of grammatical points in connection with the translation.
Translation and Study of Merimee's "Colomba."

6. *Prose Reading*.—Rapid reading of a large amount of prose
to render student familiar with idioms of the language. Works

by About, Dumas, LaMartine and others.

If there is sufficient demand, a third year will be offered in addition to the work outlined above.

GERMAN.

Students desiring to pursue the study of German are required to possess a good working knowledge of English Grammar. The aim is to give the student a good fundamental knowledge of the grammar and literature of the German language, and at the same time to prepare him to secure advanced standing when he enters the University.

Course I. Grammar, reading and composition. This course, as in fact all of the three courses embracing the first year's work, is designed to give the student a good pronouncing, reading, and working knowledge of the more elementary part of the language. Special attention is given its pronunciation, inflection, and the acquiring of a vocabulary. Thomas's "German Grammar."

Super's Elementary German Reader, Part I.

Course II. A continuation of Course I. Grammar completed to Part II; Super's Reader completed. Special attention is given in this course to composition work.

Course III. In this course special attention is given to the translation of German into English, the work being based upon "Hervey's Elementary Exercises to Thomas's German Grammar." Leander's "Traumereien" and Storm's "Immensee" are read.

Course IV. German Prose. Copious reading of German Prose to render the student familiar with the idioms of the language and to give a large and varied vocabulary. Heyse's "L'Arrabbiata;" Hillern's "Hoher als die Kirche;" Schiller's "Der Neffe als Onkel;" Freytag's "Die Journalisten."

Course V. Composition. Practice in writing German, and translation of English prose into German. Discussion of grammatical points in connection with the translation. Study of the irregular verbs. Reading at sight. Harris' Prose Composition.

Course VI. Reading and memorizing of a great number of short well-known poems. Von Klenze's "Deutsche Gedichte;" Translation of Lessing's "Minna von Barnhelm."

If there is sufficient demand, the work will be continued one or even two years in advance of that outlined above.

DEPARTMENT OF ENGLISH.

First Year.	{ Advanced Grammar, English I, II, - 2 courses.			
	{ Higher Lessons in English, III, - - 1 course.			
Second Year.	Rhetoric,	-	-	- 3 courses.
Third Year.	Literature,	-	-	- 3 courses.

English I. The first year's work includes a review of the simpler forms of grammar and an investigation of more complex constructions. Patrick's Advanced Grammar.

English II. Analysis of long and difficult sentences. Parsing.

English III. Diagram. Reed and Kellogg's Higher Lessons in English.

English IV. Rhetoric. The work in rhetoric includes a complete study of the sentence, the paragraph and the theme, special attention being called to style, diction, and to figures of speech. Examples of model style are presented to the class and twice a week themes are required from each member of the class.

English V. Continuation of Course IV.

English VI. Continuation of Course V.

English VII. Literature—American. Since the time given to literature is so limited, one can hope to do little more than to give to the student a brief outline of American and English Literature, hoping to arouse in him an appreciation and enthusiasm which will lead him to pursue the study further for himself. Course seven includes a general survey of American Literature, using Hawthorne and Lemon's text as a guide and supplementing it with reference work and study of American Masterpieces.

English VIII. Literature—English. This course endeavors to give a view of English Literature, and to point out the various movements that have influenced literary development. Classics from each great period are chosen for reading, and close study is made of the English Classics prescribed in the College Entrance Requirements.

English IX. Literature—English. Continuation of Course VIII.

SPECIAL REQUIREMENTS IN ENGLISH.

For Graduation in Either the Normal or Academic Courses.

FOR READING.

Carlyle's Essay on Burns.
 Coleridge's Ancient Mariner.
 George Eliot's Silas Marner.
 Goldsmith's Vicar of Wakefield.
 Lowell's Vision of Sir Launfal.
 Scott's Ivanhoe.
 Shakespeare's Julius Caesar.
 The Sir Roger de Coverly Papers.
 Tennyson's The Princess.

FOR STUDY.

Burke's Speech on Conciliation with America.
 Macaulay's Essays on Milton and Addison.
 Milton's L'Allegro, Il Penseroso, Comus, etc.
 Shakespeare's Macbeth.
 Merchant of Venice.

NOTE.—This course coincides exactly with the requirements for entrance to all first-class American Colleges.

SPECIAL REQUIREMENTS.

ORTHOGRAPHY.

Orthography is taught during the entire first and second years,* special effort being made to have every student in the school become an accurate and proficient speller and an intelligent user of the dictionary. To this end spelling recitations, both written and oral, are given four days out of the week throughout the year. In connection with the spelling, the origin, derivation, properties and meanings of the words spelled are given attention, and diacritical marking is mastered.

Reed's Word Lessons and The Modern Spelling Book are the texts used.

*See next page for the work corresponding to this for the Junior and Senior years.



THE HORSE SHOE BEND, SHEPHERDSTOWN, W. VA.



COMPOSITION.

On each Monday, and occupying an hour and a quarter of time, each teacher has a literary exercise in his room, consisting of reading, essays, orations, debates, current history, etc. To this end students are classified at the beginning of each year and assigned to the various teachers, the assignment depending on the advancement of the students, the Seniors being assigned to the Principal, the Juniors to the First Assistant, etc. In addition to giving instruction to these classes and having general supervision over this literary work, each teacher is expected to make a special study of students so assigned, and to report their condition, deficiencies and progress to the Principal at stated intervals. In this way a most effective supervision is maintained over the work and conduct of every student in the school. This supervision is one of interested, watchful observance, and not of prying officiousness. It is for the purpose of helping the student, not of informing against him.

GENERAL READING COURSE AND BOOK REPORTS.

In connection with the composition work spoken of above, every student in the school is expected to read at least one book each term and to report upon the same to his composition teacher. It is expected that each teacher assign each student in his composition class one book of fiction, one of poetry and one of biography each year and to hear either a written or oral report upon it.

A regularly graduated course in general reading will be made out each year for the guidance of the teachers and for the more systematic execution of this important work.

IRISH'S ORTHOGRAPHY AND ORTHOEPY.

In the Junior year, the work in orthography consists in the study of the excellent text on the subject prepared by Frank V. Irish. Here a deeper and more formal study than hitherto is made of the underlying principles of the words in the English language; diacritical marks, rules of spelling, word-formation, synonyms, etc., etc., being thoroughly studied.

TRENCH ON WORDS.

This old but excellent text is taken up in the Senior year, and much of the history of the words in the English language is thus mastered. The history and derivation of the words and terms

in our language are also sought in the etymological dictionaries, encyclopaedias, etc., almost daily reports being required of students in this phase of the subject. The object is to give them a knowledge of the sources of their language; to show how that language has been subject to a gradual but steady development, both in the meaning and forms of words; to point out to them wherein the language has gained and wherein it has lost in this transition, and incidentally to point out how much of the history of a people is written down in the words of their language.

The work in Trench has lately been supplemented by the introduction of "A Study of English Words," by Anderson.

MUSIC DEPARTMENT.

The object of the Music Department is to educate the student upon a well regulated and thorough plan of instruction, and to cultivate a taste for the best in music by training and practice in all branches of musical education. This includes instrumental and vocal instruction with that of theory in its various branches. A series of concerts, recitals, and talks upon musical subjects will be given during the year. Free advantages of chorus, ensemble and prima vista classes are given much attention, with the view of teaching concerted music. Students will have practice in playing trios, quartets, and chamber music for piano and other instruments. This gives exercise in reading at sight, develops sense of rhythm, gives confidence and self-reliance.

PIANO.

It is not thought advisable to lay down a stated and fixed number and kind of studies to be used without consideration of the pupil's individual needs. A general plan of work may, however, be given.

Elementary Course.—Includes a thorough foundation in technic, studies, and sonatines of Czerny, Loeschhorn, Duvernoy, Clementi, Kuhlou, and others.

Intermediate Course.—Dourner's technical studies; short preludes and fugues, and inventions by Bach; etudes of Heller, Czerny, Cramer, and others; sonatas, concertos and pieces by Haydn, Schubert, Mozart, Mendelssohn, as well as some of the more modern works.

Advanced Course.—Gradus ad Parnassum ; Clementi ; Tausig ; The Well-tempered Clavichord ; etudes by Chopin ; Schumann's etudes symphonic ; Liszt's difficult sonatas ; concerted pieces by Beethoven, Mendelssohn, Rubinstein, Saint Saens, and other classical and modern writers.

VOICE.

The vocal method or system used is principally that of the old Italian school, with such improvements as modern and progressive systems suggest in tone production. It is a special aim to cultivate purity of tone, power, care of voice, repose, and the best in the art of song.

Elementary Course.—Lessons in breathing and tone production. Beginning the study of messa di voce ; intervals, exercises for the mixture and equalization of registers ; slow major and minor trills, easy solfeggios, and exercises of Randegger, Concone and Sieber ; easy songs of Hawley, Cowen and Abt.

Intermediate Course.—Intervals with portamento ; diatonic and chromatic scales in slow movements ; arpeggios and studies. Bordogni, Sieber, Garcia, English ballads, songs of Mendelssohn, and selections of moderate difficulty from classic writers.

Advanced Course.—Major and minor scales ; chromatic scales ; embellishments, with rapid execution ; arias from Italian, French and German operas of Gounod, Rossini, Myerbeer, Mozart, Verdi ; difficult songs from classic writers, Brahms, Schumann, Schubert, Mendelssohn, and Beethoven.

STRINGED INSTRUMENTS.

First Assistant Muldoon, director of the Shepherd College Orchestra, will give instruction on the violin, mandolin and guitar. He promises to make the course as extensive as may be desired.

Tuition, \$8.00 for 20 lessons.

THEORY AND HARMONY.

Jadassohn and Broekhoven's books on theory and harmony are used. These are taught privately or in classes.

ORGAN.

Pipe organs are available for practice for those desiring to study, at reasonable rate. There is no greater art than that of

organ playing. Special opportunities are offered to those wishing to study.

Elementary Course.—Stainer's organ primer ; Rink's books, 1 and 2 ; Whiting's studies ; easy pieces by various composers.

Intermediate Course.—Rink's books, 2 and 3 ; Merkel's studies ; Best's art of organ playing (part 2) ; Bach's smaller preludes and fugues.

Advanced Course.—Mendelssohn's organ works ; Guilman's compositions ; Bach, study of the great preludes, fugues, etc.

Certificates will be given in the vocal and instrumental departments on completion of the work of the grades, with the addition of one year's work in theory and harmony.

TUITION, PER TERM OF TWENTY LESSONS.

Theory or Harmony,	-	-	-	-	\$5.00
Vocal or Instrumental Music, one half hour per week,	-				7.50
Vocal or Instrumental Music, two half hours per week,	-				10.00

DEPARTMENT OF EXPRESSION.

In order to meet the demands of a public that is recognizing more fully day by day the great importance of thorough training in expression, elocution and oratory is now made a regular department.

Realizing that true expression is the manifestation of what the inner man thinks and feels, the aim of our work is to develop natural readers and speakers. Natural methods are employed. The student is led through his powers of observation and imagination to bring before the mind's eye of the hearers the scenes described, and through his sympathy and experience to portray the human emotions. By such study the student's power of observation is increased and the world about him becomes a source of greater interest and pleasure—becomes a "world beautiful."

To portray emotion there must be a study of human nature. Thus the work, while teaching the reader to interpret literature and the orator to speak with power and inspiration, educates and develops the individual. There is no branch of school work that bears more directly on the general education and development of the character of the student than does the correct study of elocution and oratory. What the public reader and speaker

is, affects his reading and speaking, hence one means of increasing his power professionally is to make him a better, stronger and greater man.

Our work in this department is of great value to prospective teachers. They are given the key to teaching reading in a way that awakens interest in the child's mind and thus they are enabled to teach this important branch successfully. The class work requiring expression of original thought, gives the teacher greater ease and fluency in the talks and explanations which the teaching of all branches makes necessary.

The class exercises include descriptions from observation, from imagination, from literature :

Dramatic Action. { Pantomimes of every day activities.
 { Pantomimes of emotions.

Impersonation : recitation of selections from prose and poetry.

By such study the student is led to read and speak effectively and at the same time his mental powers grow so that he becomes more observant, his imagination is cultivated, his emotional nature is developed and he gains a fuller understanding of human nature and a greater appreciation of literature.

Tuition \$10.00 per term of 20 lessons.

CERTIFICATE OF COMPLETION.

Students in this department, wishing for a certificate, must complete three years in the course, in addition to having a good foundation in literature and rhetoric.

THE SHEPHERD COLLEGE SUMMER SCHOOL.

This year, beginning with June 11th and continuing to July 17th, a summer school for teachers was in progress here, conducted by the Principal and the First Assistant. Having been experimental in its nature, it was not generally advertised ; but results have been so gratifying that it is the intention of the management to conduct a similar school next year. With our excellent equipment, and with the school atmosphere pervading these halls, we are enabled to offer teachers and prospective teachers unusual advantages in the way of preparing them for the teachers' examinations and for the work of the school room. A small tuition fee will be charged those who enroll for this work. Summer School Circulars, giving detailed information, will be sent to all who apply for them.

AWARD OF PRIZES.

1905-6.

The Mrs. J. G. Knutti prize of \$20 to the Literary Societies—Ciceronian \$14.00, Parthenian \$6.00.

The H. L. Snyder gold medal for the "Best all 'round student in the school"—Jesse H. Cook.

The J. D. Muldoon gold medal for "Loyalty to duty"—Eliza E. Johnson.

The Dr. Hugh N. Leavell gold medal for "Excellence in chemistry"—Agnes Cady.

The J. G. Knutti gold medal for the "Best drilled cadet"—J. M. Garrett.

1906-7.

The Mrs. J. G. Knutti prize of \$20 to the Literary Societies—Ciceronian \$10.00, Parthenian \$10.00.

The H. L. Snyder gold medal for the "Best all 'round student in the school"—John L. Dunkle.

The J. D. Muldoon gold medal for "Loyalty to duty"—Brisson E. Kimble.

The Dr. Hugh N. Leavell gold medal for "Excellence in chemistry"—Louise B. Welshans.

The Athletic Association's silver loving cup for the "Best all 'round athlete in the school"—James E. Barnhart, Jr.

The J. G. Knutti gold medal for the "Best drilled cadet"—Harry H. Walper.

Resolutions on the Death of Mr. J. B. Triplett.*

Since it has pleased God, the Father, to remove from us our co-worker, teacher and friend, JOHN BUSH TRIPLETT:

Be it Resolved, That while we feel deeply the loss sustained in his death, we humbly submit to the Divine Will.

Resolved, That we shall miss greatly his presence in this school, to which he has given so largely of his services, having been ever faithful and loyal to his duty as he saw it, laboring untiringly in the school's behalf even to the end of life.

Resolved, That we extend our deepest sympathy to the bereaved family in their sore affliction, trusting and praying that they may find solace, comfort and protection in the promises of Him that "doeth all things well."

Resolved, That a copy of these resolutions be sent to the family of the deceased, that they be spread on the official minute book of the Faculty of Shepherd College, and that they be printed in THE PICKET, the local papers, the West Virginia School Journal, and the Educator.

J. G. KNUTTI,

J. D. MULDOON,

MABEL HENSHAW GARDINER,

Representing the Faculty;

ELIZA E. JOHNSON,

Representing the Student Body.

Shepherd College State Normal School,

May 2, 1907.

*Mr. Triplett was appointed to a position in this school in 1901. He had charge of the Department of Science from that time till his death, May 2, 1907.

Enrollment of Students for 1906-7.

GRADUATE STUDENTS.

<i>Name.</i>	<i>Postoffice.</i>	<i>County.</i>
Cady, Agnes, '06,	Shepherdstown,	Jefferson.
May, John Dorilas, '06,	Mathias,	Hardy.

NORMAL COURSE.

SENIORS.

LADIES.

Cady, Agnes,	Shepherdstown,	Jefferson.
Johnson, Eliza Evans,	Kearneysville,	"
Link, Helen Elizabeth,	Shepherdstown,	"
Marten, Lenora,	Shepherdstown,	"
Sprung, Edna Wilhelmina,	Bula,	Monongalia.
Stephens, Mary,*	Shepherdstown,	Jefferson.
Welshaus, Louise Bolton,	Shepherdstown,	"

ACADEMIC COURSE.

LADIES.

Link, Helen Elizabeth,	Shepherdstown,	Jefferson.
Welshans, Louise Bolton,	Shepherdstown,	"

GENTLEMEN.

Barnhart, James Edward,	Shepherdstown,	Jefferson.
Dunkle, John Lee,	Deer Run,	Pendleton.
Sprung, Arthur L.,*	Bula,	Monongalia.

NORMAL AND ACADEMIC COURSES.

JUNIORS.

LADIES.

Cady, Elizabeth,	Shepherdstown,	Jefferson.
Hodges, Frances J.,	Shepherdstown,	"
LaMar, Bessie,	Shepherdstown,	"
Miller, Anna Ruth,	Kearneysville,	"

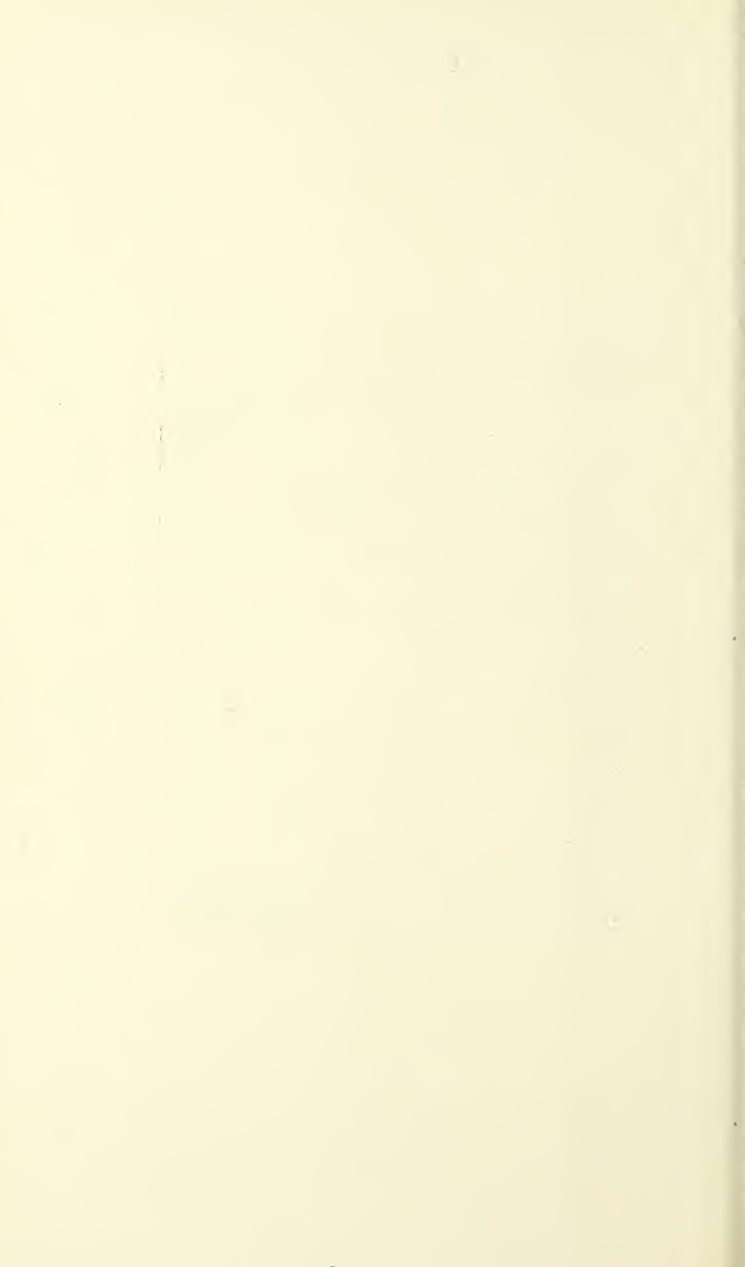
GENTLEMEN.

Bragonier, Arthur Taylor,	Shepherdstown,	Jefferson.
Unsold, Charles James,	Shepherdstown,	"

* Not a candidate for graduation.



A CORNER OF THE CAMPUS



SECOND YEAR AND FIRST YEAR STUDENTS.

LADIES.

<i>Name.</i>	<i>Postoffice.</i>	<i>County.</i>
Alder, Lena M.,	Shepherdstown,	Jefferson.
Athey, Audrey A.,	Shepherdstown,	"
Banks, Abbie O.,	Shepherdstown,	"
Banks, Elizabeth T.,	Shepherdstown,	"
Bechtol, Agnes L.,	Berkeley Springs,	Morgan.
Beltzhoover, Katharyn E.,	Shepherdstown,	Jefferson.
Berry, Dorothy B.,	Coketon,	Tucker.
Billmyer, Alice V.,	Shepherdstown,	Jefferson.
Butler, Eleanor,	Shepherdstown,	"
Butler, Elizabeth Price,	Shepherdstown,	"
Byerly, Ruth E.,	Shepherdstown,	"
Byers, Laura F.,	Shepherdstown,	"
Cady, Margaret,	Shepherdstown,	"
Carter, Mary E.,	Great Cacapon,	Morgan.
Daetwyler, Nellie,	Helvetia,	Randolph.
Davis, Nellie V.,	Lost City,	Hardy.
Donley, Mary,	Shepherdstown, R. F. D.	Jefferson.
Felker, Eva L.,	Shenandoah Junction,	"
Fertig, Ora M.,	Headsville,	Mineral.
Fletcher, Edith V.,	Capon Springs,	Hampshire.
Folk, Marie L.,	Martinsburg,	Berkeley.
Gardiner, Anna H.,	Martinsburg,	"
Gross, Hettie,	Kerens,	Randolph.
Gross, Inez M.,	Kereus,	"
Hartzell, Katheryn M.,	Shepherdstown,	Jefferson.
Haslacker, Clellie V.,	Maysville,	Grant.
Hause, Anna L.,	Shepherdstown,	Jefferson.
Humrickhouse, Mabel B.,	Shepherdstown,	"
Johnson, Nettie L.,	Highview,	Hampshire.
Knott, Blanche G.,	Shepherdstown, R. F. D.	Jefferson.
Licklider, Edna R.,	Shepherdstown,	"
Link, Edith M.,	Shenandoah Junction,	"
Marten, Alice,	Shepherdstown,	"
McDaniel, Ulta V.,	Kerens,	Randolph.
McDonald, Evelyn B.,	Shepherdstown,	Jefferson.
McDonald, Grace,	Shepherdstown,	"
McIndoe, Bessie,	Maysville,	Grant.
McQuilkin, Florence,	Shepherdstown,	Jefferson.
Merchant, Mary A.,	Shepherdstown,	"
Miller, Annie L.,	Shepherdstown,	"
Moler, Ethel B.,	Bakerton,	"
Moler, Harriette,	Bakerton,	"
Myers, Agnes,	Shepherdstown, R. F. D.	"
Myers, Susie L.,	Shepherdstown,	"
Racey, Ethel E.,	Capon Springs,	Hampshire.

<i>Name.</i>	<i>Postoffice.</i>	<i>County.</i>
Reinhart, Agnes G.,	Shepherdstown,	Jefferson.
Reinhart, Martha R.,	Shepherdstown,	"
Rightstine, Julia L.,	Shepherdstown,	"
Roach, Lottie B.,	Great Cacapon,	Morgan.
Shives, Madge,	Paw Paw,	"
Sigler, Eliza C.,	Shepherdstown,	Jefferson.
Smith, Pink B.,	South Branch,	Hampshire.
Snyder, Mary S.,	Shenandoah Junction,	Jefferson.
Snyder, Rose E.,	Shepherdstown,	"
Spedden, Nellie H.,	Shepherdstown,	"
Sperow, Dora V.,	Bedington,	Berkeley-
Staley, Nellie R.,	Shepherdstown,	Jefferson.
Stephens, Mattie L.,	Shepherdstown,	"
Stephens, Minnie B.,	Shepherdstown,	"
Swisher, Hallie B.,	South Branch,	Hampshire.
Triplett, Vanessa,	Shepherdstown,	Jefferson.
Tutwiler, Flossie M.,	Augusta,	Hampshire.
Tutwiler, Georgiana V.,	Augusta,	"
Vanorsdale, Lizzie,	Great Cacapon,	Morgan.
Wagoner, Lula M.,	Alaska,	Mineral.
Wagoner, Zaida B.,	Alaska,	"
Weese, Ollie, M.,	Moorefield,	Hardy.
Whitacre, Mae R.,	Summit Point,	Jefferson.
White, Virginia,	Shepherdstown,	"
Wright, Frances, M.,	Shepherdstown,	"
Wright, Mary A.,	Shepherdstown,	"

GENTLEMEN.

Athey, Lester E.,	Shepherdstown, R. F. D.	Jefferson.
Avey, Guy R.,	Hedgesville,	Berkeley.
Banks, Horace M.,	Shepherdstown,	Jefferson.
Barrett, Phillip R.,	Martinsburg,	Berkeley.
Benner, Stanley,	Kearneysville,	Jefferson.
Billmyer, Carroll D.,	Shepherdstown,	"
Bowman, Hubert O.,	Rio,	Hampshire.
Burnett, James B.,	Shepherdstown,	Jefferson.
Carter, Albert W.,	Great Cacapon,	Morgan.
Clapham, Roger,	Martinsburg,	Berkeley.
Combs, Thomas E.,	Needmore,	Hardy.
Cross, L. D.,	Belington,	Barbour.
Crowell, Charles W.,	Martinsburg,	Berkeley.
Cunningham, Wilbert J.,	Alpena,	Randolph.
Curtis, A. C.,	Montrose,	"
DeHaven, Ashby S.,	Nollville,	Berkeley.
Derr, Ira M.,	Shenandoah Junction,	Jefferson.
Detrick, F. L.,	Mathias,	Hardy.
Dodd, David R.,	Hedgesville,	Berkeley.
Dodd, Maurice R.,	Hedgesville,	"

<i>Name.</i>	<i>Postoffice.</i>	<i>County.</i>
Duke, Leslie D.,	Bakerton,	Jefferson.
Engle, Forrest D.,	Bakerton,	"
Fulk, Harry L.,	Kearneysville,	"
Funkhouser, Thomas H.,	Baker,	Hardy.
Gain, Charles G.,	Glengary,	Berkeley.
Gardener, Robert H.,	Martinsburg,	"
Getzendanner, W. J.,	Charles Town,	Jefferson.
Ghiselin, Charles, Jr.,	Shepherdstown,	"
Gilmore, Cyrus,	Kerens,	Randolph.
Harman, Allyn,	Shenandoah Junction,	Jefferson.
Harr, Ole Z.,	Buena,	Tucker.
Heltzel, David C.,	McCauley,	Hardy.
Hodges Richard,	Shepherdstown,	Jefferson.
Kearfott, John P.,	Kearneysville,	"
Kearfott, William E.,	Kearneysville,	"
Keplinger, Robert,	Shepherdstown,	"
Kidwell, Lemuel E.,	Slanesville,	Hampshire.
Kimble, Brison E.,	Branch,	Pendleton.
Knobe, Preston,	Shepherdstown, R. F. D.	Jefferson.
Knott, Edgar Strother,	Shepherdstown, R. F. D.	"
Koontz, Leonard B.,	Shepherdstown,	"
Kremer, Franklin W.,	Shepherdstown,	"
Lambert, Oscar D.,	Red Creek,	Tucker.
Leavell, Charles E.,	Amissville, Va.	Rappahannock.
Licklider, Edmund L.,	Shepherdstown,	Jefferson.
Link, Daniel T.,	Shenandoah Junction,	"
Lineweaver, A. L.,	Ridge,	Morgan.
Luttrell, Ernest L.,	Martinsburg,	Berkeley.
Lyne, Franklin,	Shepherdstown, R. F. D.	Jefferson.
Magruder, Eward L.,	Kearneysville,	"
McDonald, Osa M.,	Forks of Capon,	Hampshire.
McGarry, Edmund D.,	Bardane,	Jefferson.
McMillion, Elmer,	Friar's Hill,	Greenbrier.
Miller, Abram S.,	Kearneysville,	Jefferson.
Miller, M. Fred.,	Kearneysville,	"
Moler, Charles C.,	Bakerton,	"
Morgan, William A.,	Shepherdstown, R. F. D.	"
Morrow, J. Walton,	Shepherdstown,	"
Moyers, Kennie A.,	Cave,	Pendleton.
Orndorff, Welton C.,	Wardensville,	Hardy.
Pendleton, B. Strother,	Shepherdstown,	Jefferson.
Reinhart, H. Baylor,	Shepherdstown,	"
Reinhart, Thomas C.,	Shepherdstown,	"
Rossey, Christopher C.,	Montrose,	Randolph.
Ruppenthal, Floyd D.,	Berkeley Springs,	Morgan.
Schoonover, Alpheus W.,	Montrose,	Randolph.
Sechrist, Sidney, S.,	Capon Springs,	Hampshire.
Shugart, Frank E.,	Harper's Ferry,	Jefferson.
Smith, C. Victor,	South Branch,	Hampshire.

<i>Name.</i>	<i>Postoffice.</i>	<i>County.</i>
Snyder, William B.,	Shepherdstown,	Jefferson.
Sperow, Wilson P.,	Bedington.	Berkeley.
Tutwiler, Edgar M.,	Augusta,	Hampshire.
Waldeck, Charles D.,	Shepherdstown,	Jefferson.
Walper, Harry H.,	Shenandoah Junction,	"
Ware, Burrell A.,	Shenandoah Junction,	"
White, Harry S.,	Shepherdstown, R. F. D.	"
Williams, Clyde M.,	Snyder's Mills,	Berkeley.
Wilt, Howard O.,	Rippon,	Jefferson.
Winters, Hugh A.,	Harper's Ferry,	"
Wisner, Levi G.,	Great Cacapon,	Hampshire.
Woerner, Frank O.,	Moorefield,	Hardy.

MUSIC PUPILS. *

PIANO.

<i>Name.</i>	<i>Postoffice.</i>	<i>County.</i>
Border, Margaret,	Kearneysville,	Jefferson.
Berry, Dorothy B.,	Coketon,	Tucker.
Felker, Eva L.,	Shenandoah Junction,	Jefferson.
Felker, Beulah,	Shenandoah Junction,	"
Gardiner, Anna H.,	Martinsburg,	Berkeley.
Haithcox, Sophronia,	Shepherdstown,	Jefferson.
Hause, Anna L.,	Shepherdstown,	"
Harr, O. Z.,	Buena,	Tucker.
Hartzell, Katheryn,	Shepherdstown,	Jefferson.
Link, Mary,	Shepherdstown,	"
Moler, Harriette,	Shepherdstown,	"
Marten, Alice,	Shepherdstown,	"
Marten, Lenora,	Shepherdstown,	"
Miller, Anna Ruth,	Kearneysville,	"
Potts, Eleanor,	Shepherdstown,	"
Pendleton, Mary R.,	Shepherdstown,	"
Skinner, Agnes,	Shepherdstown, R. F. D.	"
Snyder, Rose E.,	Shepherdstown,	"
Sperow, Dora,	Bedington,	Berkeley,
Sprung, Edna W.,	Bula,	Monongalia.
Stalnaker, Elizabeth M.,	Shepherdstown,	Jefferson.
Stephens, Mattie,	Shepherdstown,	"
Wagoner, Lulu,	Alaska,	Mineral.
Welshans, Louise B.,	Shepherdstown,	Jefferson.

VOICE.

Bragonier, Arthur Taylor,	Shepherdstown,	Jefferson.
Banks, Elizabeth,	Shepherdstown,	"
Fayman, Charlotte,	Shepherdstown, R. F. D.	"
Graves, Hermia,	Shepherdstown,	"
Harr, O. Z.,	Buena,	Tucker.
Hartzell, Katheryn,	Shepherdstown,	Jefferson.
Hartzell, Mary,	Shepherdstown,	"
Kremer, Franklin W.,	Shepherdstown,	"
Link, D. T.,	Shenandoah Junction,	"
Link, Helen E.,	Shepherdstown,	"
Moler, Harriette,	Shepherdstown,	"
Pendleton, Mary R.,	Shepherdstown,	"
Pendleton, B. S.,	Shepherdstown,	"
Reinhart, Thomas C.,	Shepherdstown,	"
Skinner, Agnes,	Shepherdstown, R. F. D.	"
Sperow, Dora,	Bedington,	Berkeley.
Stephens, Mary,	Shepherdstown,	Jefferson.
Unsold, Charles J.,	Shepherdstown,	"
Welshaus, Louise B.,	Shepherdstown,	"

PIPE ORGAN.

<i>Name.</i>	<i>Postoffice.</i>	<i>County.</i>
Price, Mrs. J. E.,	Shenandoah Junction,	Jefferson.
Reinhart, Julia,	Shepherdstown,	"
Sheets, Mrs. J. L.	Shepherdstown,	"

NORMAL VOCAL CLASS.

Banks, Elizabeth,	Shepherdstown,	Jefferson.
Beltzhoover, Katherine,	Shepherdstown,	"
Byerly, Ruth,	Shepherdstown,	"
Cady, Margaret,	Shepherdstown,	"
Dodd, D. R.,	Hedgesville,	Berkeley.
Dodd, M. R.,	Hedgesville,	"
Donley, Mary,	Shepherdstown, R. F. D.	Jefferson.
Felker, Eva,	Shenandoah Junction,	"
Gardiner, Anna H.,	Martinsburg,	Berkeley.
Hause, Anna,	Shepherdstown,	Jefferson.
Kimble, Brison E.,	Branch,	Pendleton.
Knott, Edgar,	Shepherdstown, R. F. D.	Jefferson.
Knott, Blanche,	Shepherdstown, R. F. D.	"
Lyne, Franklin,	Shepherdstown, R. F. D.	"
Miller, Anna Ruth,	Kearneysville,	"
Magruder, E. L.,	Kearneysville,	"
Snyder, Rose E.,	Shepherdstown,	"
Staley, Nellie,	Shepherdstown,	"
Stephens, Minnie,	Shepherdstown,	"
Wisner, L. G.,	Great Cacapon,	Hampshire.
Woerner, F. O.,	Moorefield,	Hardy.

SHEPHERD COLLEGE ORCHESTRA.

J. D. Muldoon, Director—Solo Violin.
 E. B. Spedden, First Violin.
 Charles Morgan, Solo Violin and Viola.
 J. E. Barnhart, Clarinet.
 Charles Sheetz, Drums and Traps.
 William Morgan, Cornet.
 Mrs. J. D. Billmyer, Piano.

SHEPHERD COLLEGE GLEE CLUB.

M. Eva Wright, Director.

J. E. Barnhart, W. J. Cunningham, J. L. Dunkle, B. E. Kinble,
 F. W. Kremer, D. T. Link, C. J. Unsel.

OTHER MUSICAL ORGANIZATIONS.

Besides the above, there were organized by Miss Wright the Young Ladies' Chorus and the Shepherd College Chorus, each of which was composed of a considerable number of the young people of the school. All of these organizations added materially to the musical side of school life.

SUMMER SCHOOL PUPILS.

LADIES.

<i>Name.</i>	<i>Postoffice.</i>	<i>County.</i>
Beltzhoover, Lucy Adele,	Shepherdstown,	Jefferson.
Cady, Agnes,	Shepherdstown,	"
Engle, Beulah F.,	Shenandoah Junction,	"
Gross, Huldah M.,	Paw Paw,	Morgan.
Hill, Julia L.,	Shepherdstown,	Jefferson.
Hollida, Willa,	Shepherdstown, R. F. D.	"
Hovermale, Mabel R.,	Berkeley Springs,	Morgan.
Knott, Grace P.,	Shepherdstown, R. F. D.	Jefferson.
Link, Helen E.,	Shepherdstown, R. F. D.	"
Maddex, Katie Florence,	Shepherdstown, R. F. D.	"
Marten, Lenora,	Shepherdstown,	"
Sprung, Edna W.,	Bula,	Monongalia.
Triplett, Vanessa,	Shepherdstown,	Jefferson.
Wagoner, Lula M.,	Alaska,	Mineral.
Wagoner, Zaida B.,	Alaska,	"
Wentling, Mary E.,	Paw Paw,	Morgan.
Wiltshire, Mrs. O. L. M.,	Charles Town,	Jefferson.

GENTLEMEN.

Cox, Lewis,	Hovatter,	Tucker.
Pendleton, Harvey H.,	Shepherdstown,	Jefferson.
Secrist, Sidney S.,	Capon Springs,	Hampshire.
Williams, Nelson,	Hovatter,	Tucker.

SUMMARY OF ENROLLMENT, 1906-7.

	<i>Ladies.</i>	<i>Gentlemen.</i>	<i>Total.</i>
Normal and Academic Departments .	82	87	169
Military Department		40	40
Piano	22	1	23
Voice	12	7	19
Pipe Organ	3		3
Orchestra	1	6	7
Glee Club		8	8
Summer School Pupils	17	4	21
	<hr/>	<hr/>	<hr/>
Totals	137	153	290
Counted more than once . . .	30	60	90
	<hr/>	<hr/>	<hr/>
Total number of different students . .	107	93	200
Exclusive of Summer School pupils .	97	90	187

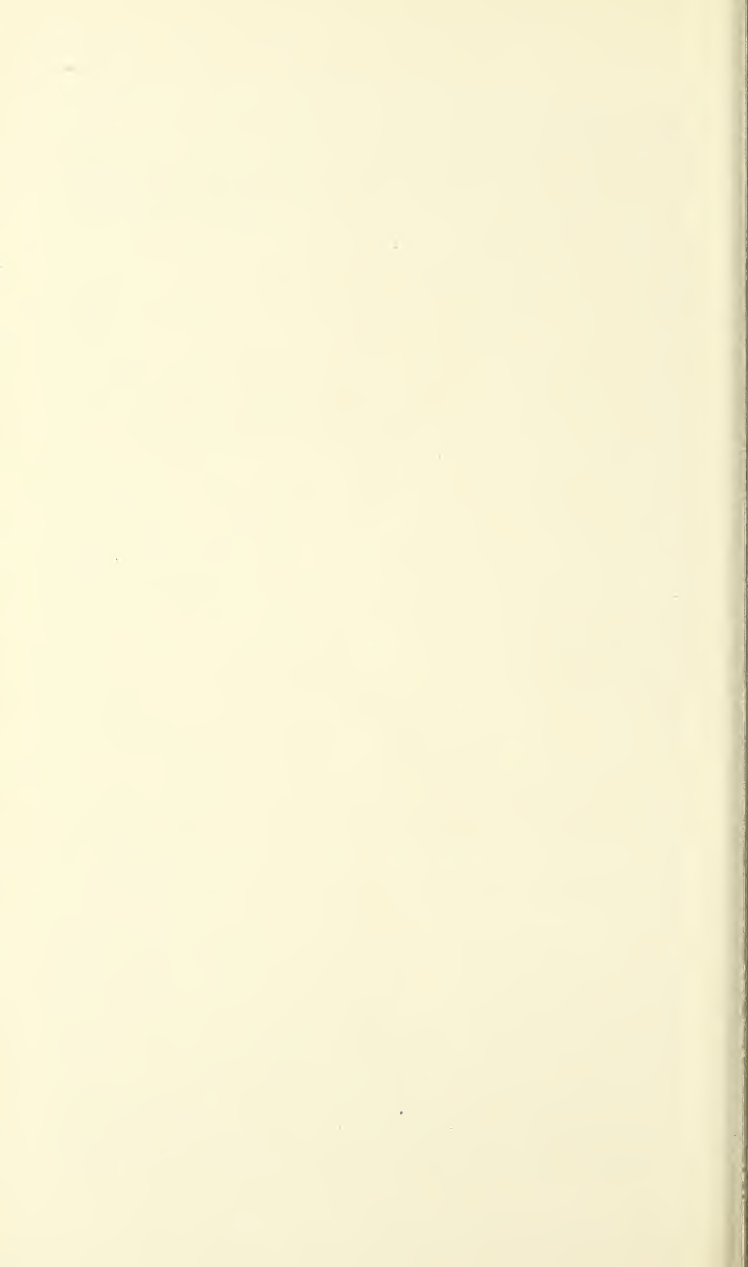
Largest previous enrollment 175 (1905).

Counties represented :

Barbour,
 Berkeley,
 Grant,
 Greenbrier,
 Hampshire,
 Hardy,
 Jefferson,
 Mineral,
 Monongalia,
 Morgan,
 Pendleton,
 Randolph,
 Rappahannock, (Va.)
 Tucker.



THE CADET CORPS



STATUS OF THIS SCHOOL UNCHANGED.

Inquiries have come to the Principal from several students and prospective students as to the final action of the Board of Regents in regard to their order promulgated at Huntington, May 4, 1907, which seemingly aimed at the discontinuance of the senior year in this and three other normal schools of the State. To these and others who are not conversant with the facts, the Principal is glad to state that the order of the Board above referred to was unanimously rescinded at a meeting of the Board held in Clarksburg, June 14, 1907. The Board of Regents did not only put itself on record as being opposed to lowering the standard of any of these schools, but in the case of at least Shepherd College indicated its determination to increase its efficiency by adding an extra instructor to its faculty. Students and friends of the school can rest assured, therefore, that Shepherd College has good reason to look forward to an increased usefulness and prestige in the future, and that it is determined to give a better account of itself in 1907-08 than ever before.

Number of Normal School Appointees.

The number of students which each county in the State shall be entitled to appoint to the Normal and Academic Departments of the State Normal Schools, free of charge for tuition, is as follows :

County.	Normal.	Academic.	Total.	County.	Normal.	Academic.	Total.
Barbour.....	60	30	90	Mingo.....	27	14	41
Berkeley.....	92	46	138	Monongalia.....	80	40	120
Boone.....	37	19	56	Monroe.....	55	28	83
Braxton.....	67	34	101	Morgan ..	32	16	48
Brooke.....	32	16	48	McDowell.....	37	19	56
Cabell.....	112	56	168	Nicholas.....	45	23	68
Calhoun.....	42	21	63	Ohio ...	200	100	300
Clay.....	22	11	33	Pendleton.....	42	21	63
Doddridge.....	60	30	90	Pleasants.....	37	19	56
Fayette.....	100	50	150	Pocahontas.....	35	18	53
Gilmer.....	47	24	71	Preston.....	95	48	143
Grant.....	32	16	48	Putnam.....	72	36	108
Greenbrier ..	90	45	135	Raleigh.....	47	24	71
Hampshire.....	57	29	86	Randolph.....	55	28	83
Hancock.....	35	18	53	Ritchie.....	82	41	123
Hardy... ..	37	19	56	Roane.....	75	38	113
Harrison ..	100	50	150	Summers.....	62	31	93
Jackson.....	95	48	143	Taylor.....	60	30	90
Jefferson.....	75	38	113	Tucker.....	55	28	83
Kanawha....	210	105	315	Tyler... ..	69	30	90
Lewis ..	75	38	113	Upshur.....	62	31	93
Lincoln ..	55	28	83	Wayne ..	95	48	143
Logan.....	28	14	42	Webster.....	27	14	41
Marion.....	95	48	143	Wetzel.....	82	41	123
Marshall	95	48	143	Wirt.....	45	23	68
Mason.	112	56	168	Wood ...	123	66	189
Mercer..	80	40	120	Wyoming.....	27	14	41
Mineral.....	62	31	93				

ALUMNI RECORD.

OFFICERS OF ALUMNI ASSOCIATION, 1907-1908.

- President—W. J. Knott, Class of '79.
 Vice-President—M. K. Rightstine, Class of '04.
 Recording Secretary—Lucy Beltzhoover, Class of '02.
 Corresponding Secretary—Mary Pendleton, Class of '05.
 Treasurer—E. Rush Turner, Class '75.

EXECUTIVE COMMITTEE.

- A. A. P. Neel, Jr., Class of '98.
 E. Rush Turner, Class of '75.
 Lucy Beltzhoover, Class of '02.

FINANCE COMMITTEE.

- Geo. M. Knott, Class of '75.
 S. J. Hodges, Class of '93.
 Almira Marten, Class of '02.

1874.

- Ida M. Billmyer, Mrs. Frank Hill, Martinsburg, W. Va.
 Belle Byers, M. E. L., Mrs. James W. Bane, Charles Town, W. Va.
 Ida V. Chapline, Mrs. James H. Rogers, Purgittsville, W. Va.
 Rosa Lee Cockrell, teacher, Keller, W. Va.
 Annie E. Fawcett, M. E. L., Mrs. Adam Colbert. Died January 26, 1900.
 Mary F. Fulk. Died August 19, 1892.
 Ida B. Kearney, Washington, D. C.
 Ella M. Kelsey, teacher, Shepherdstown Graded School.
 Sue V. Koontz, Mrs. R. C. Hess. Died January 22, 1906.
 Annie D. Licklider, Shepherdstown, W. Va.
 Eleanor S. Powell, Mrs. H. W. Potts, Shepherdstown, W. Va.
 Rose Snyder, M. E. L., Mrs. H. M. Turner, Shepherdstown, W. Va.
 Wm. Price Craighill, M. E. L. Died November 16, 1881.
 James M. Engle, clerk in Treasury Department, Washington, D. C.
 Charles M. Folk. Died October 23, 1898.
 William J. Henkle, farmer, Brunswick, Md.
 Andrew J. Lemaster, M. E. L., physician, Bedington, W. Va.
 Charles J. Miller, M. E. L., Shepherdstown, W. Va.
 Clinton M. Miller. Died October 5, 1890.
 Augustine C. Morgan, farmer, Shepherdstown, W. Va.
 James W. Wylie. Died March 27, 1901.

1875.

Rose A. Byers, Baltimore, Md.
 Ella S. Byers, M. E. L., Mrs. W. E. Phelps, Baltimore, Md.
 Ida M. Fleming, M. E. L., Mrs. Eugene Gerstell, Mineral county, W. Va.
 Kate S. Groff, Mrs. Henry Busey, Gerardstown, W. Va.
 Ada M. Harp, M. E. L., Mrs. C. D. Keplinger, Shepherdstown, W. Va.
 Annie S. Harrison, Mrs. C. S. Hunter, Hagerstown, Md.
 Emma K. Hawkins, Mrs. S. O. Kaminer, Lexington, S. C.
 Ida M. Hill, Mrs. Ida H. Neill, teacher, Shepherdstown Graded School.
 Julia A. Hoffman, Mrs. Fillmore Reynolds, Hagerstown, Md.
 Laura M. Lee, Mrs. W. M. Simpson. Died September 18, 1895.
 Ida P. Lemen, Mrs. H. L. Couchman, Berkeley county, W. Va.
 Florence McAnly, Mrs. Theodore Rogers, Shepherdstown, W. Va.
 Brownie Morrison, Mrs. J. H. Neff, Harrisonburg, Va.
 Anna B. Osbourn, Mrs. Morris Hendricks, Shepherdstown, W. Va.
 Kate L. Rentch, Mrs. C. D. Wyson, Shepherdstown, W. Va.
 Fannie Shepherd, Mrs. Hugh P. Allen, Pittsburg, Pa.
 Ida M. Smurr, M. E. L., Mrs. Dennis Kilmer, Martinsburg, W. Va.
 J. E. S. Baker. Died January 23, 1889.
 James W. Coffinbarger, farmer, Shepherdstown, W. Va.
 Harry B. Highbarger. Died March 19, 1881.
 John S. Hollis, manager White Sewing Machine Co., Chicago, Ill.
 John O. Knott, M. E. L., minister, Covington, Va.
 George M. Knott, M. E. L., Moler's, W. Va.
 William E. Osbourn, farmer, Shepherdstown, W. Va.
 Thos. L. Rickard, merchant, Hagerstown, Md.
 Charles T. Smootz, accountant, Shepherdstown, W. Va.
 Harry M. Turner, M. E. L., Immigration Service, Yarmouth, N. S.
 E. Rush Turner, farmer, Shepherdstown, W. Va.

1876.

Sallie G. Entler, Kearneysville, W. Va.
 A. Rose Johnson, teacher, Philadelphia, Pa.
 Emma K. Keesecker, M. E. L., Mrs. W. C. Link, Shepherdstown, W. Va.
 Bettie M. Morgan. Died Dec. 6, 1890.
 Laura Powell, Mrs. William Roberts, Williamsburg, Va.
 Lillie A. Reinhart, Mrs. Samuel T. Knott, Moler's W. Va.
 Julia M. Rentch, M. E. L. Died July 21, 1907.
 Hattie H. Saunders. Died May 23, 1878.
 S. Louise Saunders, Mrs. W. P. Manning, Washington, D. C.
 Octavia E. Triplett, Mrs. J. Boxwell, Paw Paw, W. Va.
 Mary L. West, Mrs. Charles L. Pape, Howardsville, Md.
 Hugh P. Allen, civil engineer, Pittsburg, Pa.
 George F. Engle, M. E. L., traveling salesman, Baltimore, Md.
 Edward L. Folk, M. E. L., minister, Middlebrook, Va.
 George W. D. Folk, farmer, Berkeley county, W. Va.
 H. C. Getzendanner, M. E. L., telephone manager, Charles Town, W. Va.

A. Frank Hess, M. E. L., Relief Ass'n, S. P. R. R., San Francisco, Cal.
 Samuel T. Knott, M. E. L., physician, Moler's, W. Va.
 G. Port Morrison, physician, Martinsburg, W. Va.
 Horace C. Osbourn, Baltimore, Md.
 Elyett B. Pittsnogle. Died July 6, 1904.
 James N. Ranson, dentist, Charles Town, W. Va.
 Melvin L. Ronemous, clerk, Newport News, Va.
 James T. Ryan, carpenter, Kansas City, Mo.
 J. Allen Staley, Westinghouse Electric Co., Pittsburg, Pa.
 Randolph J. Strider. Died June 4, 1890.
 Joseph Walper, farmer, Shepherdstown, W. Va.

1877.

Ella L. Cameron, M. E. L., Mrs. R. M. Billmyer, Shepherdstown, W. Va.
 Ella D. Hout, M. E. L., Shepherdstown, W. Va.
 Anna J. Morgan, M. E. L., Mrs. H. C. Getzendanner, Charles Town, W. Va.
 Dora A. Snyder, M. E. L., Mrs. Lawrence Hout, Warrenton, Va.
 Lily V. Stonebraker, M. E. L., Mrs. Lily V. Ockershausen, New York.
 Jennie B. Vandiver, M. E. L., Mrs. W. F. Wirgman, Romey, W. Va.
 William T. Highbarger, M. E. L., physician, Maysville, W. Va.
 Charles F. Poland. Died March 18, 1900.

1878.

Mary E. Allen, Mrs. William E. Barr, Sanger, Cal.
 Florence Humrickhouse, M. E. L., Mrs. Wm. Graham. Died July 19, 1885.
 Marian Lakin, Mrs. Daniel Hendrickson, Grant county, W. Va.
 Alice H. Smootz, M. E. L., Shepherdstown, W. Va.
 George W. Banks, physician, Shepherdstown, W. Va.
 C. W. Crow, conductor N. & W. Railway. Hagerstown, Md
 Jacob F. Engle, M. E. L. Died July 31, 1904
 Jesse A. Engle, farmer, Jefferson county, W. Va.
 Robert N. Harp, M. E. L. Died June 9, 1888.
 Robert M. Huyett, farmer, Miami, Mo.
 R. S. Hubbard, M. E. L., Philadelphia, Pa.

1879.

Bettie M. Clapham, teacher, Grafton, W. Va.
 Lily Fleming, Shepherdstown, W. Va.
 Rose Fleming, Mrs. George Coffinbarger. Died March 2, 1885.
 Ida M. Osbourn, Mrs. S. M. Huyett, Lectown, W. Va.
 Amelia P. Pittsnogle, Mrs. John Miller, Berkeley county, W. Va.
 Emma W. Reynolds, Mrs. Thomas P. Clapham, Berkeley county, W. Va.
 Joseph H. Bowers, M. E. L., merchant, Oroville, Cal.
 Charles R. Fawcett, M. E. L. Died May 22, 1902.
 George J. Hill, minister, Delmar, Del.
 H. Lee Hout, M. E. L., minister, Piedmont, W. Va.
 William J. Knott, M. E. L., farmer, Shepherdstown, W. Va.

William Jennings Logie, M. E. L. Died August 7, 1881.
Edward R. Lucas. Died December 31, 1901.
James S. Michael, dealer in seeds, Sioux City, Iowa.
J. Davis Rentch, M. E. L. Died March 26, 1887.
Charles H. Reinhart, traveling salesman, Parsons, Kan.
F. L. Weltzheimer, secretary P. B. A., Shepherdstown, W. Va.
Gustave B. Wiltshire, traveling salesman, Martinsburg, W. Va.

1880.

Virginia L. Brooks, Mrs. Bricker, Darkesville, W. Va.
Minnie R. Chrisman, teacher, Grenada county, Miss.
Mary E. Entler, Mrs. Wm. Folk, Kearneysville, W. Va.
Nannie M. Fleming, Mrs. J. B. Fleming, Williamsport, Md.
Ida E. Folk, Mrs. A. A. P. Neel, Jr., Shepherdstown, W. Va.
Lulie M. Huyett, Mrs. Amos A. Wheeler, Miami, Mo.
Laura May Murphy, Mrs. R. C. Richardson. Died November 4, 1887.
Sallie B. Lemen. Mrs. H. L. Hout, Piedmont, W. Va.
Charles J. Custer, merchant, Martinsburg, W. Va.
John P. Engle, conductor, B. & O. R. R., Baltimore, Md.
Daniel H. Folk. Died June 2, 1904.
George H. Ramsburg, Leetown, Jefferson county W. Va.
Benjamin F. Trostle, McKeesport, Pa.
J. Frank Turner, M. E. L., banker, Charles Town, W. Va.

1881.

Georgia Lee Johnson, Mrs. Jos. L. Walper, Shepherdstown, W. Va.
Robert M. Billmyer. Died July 23, 1891.
John F. Engle. Died January 9, 1888.
Wm. L. Koontz, commission merchant, Washington, D. C.
Thomas F. Lemen, Martinsburg, W. Va.

1882.

Lillian Lee Chapline, Mrs. Wm. A. Conklyn, Prosperity, Pa.
S. C. Virginia Folk. Died October 7, 1888.
Sydney A. Groves, Mrs. Neal, Roanoke, Va.
Mary C. Hill, Mrs. Harry Ganz, Chicago, Ill.
Anna H. Hunter. Died December 24, 1896.
Helen B. Pendleton, teacher, San Francisco, Cal.
N. M. Hendricks, physician, Dayton, Ohio.
Julian L. Latimer, Lieutenant, U. S. Navy.
Wm. H. Wolff. Died June 14, 1906.

1883.

Alice P. Pendleton. Died June 26, 1898.

1884.

Hattie V. Bennett, Mrs. J. C. Hann, Lancaster, Pa.
Lizzie A. Boswell, Mrs. J. W. Watts, Waynesboro, Va.

Ada V. Brotherton, Mrs. M. L. Eichelberger, Washington, D. C.
 Margaret L. Graves, Mrs. J. A. Staley, Pittsburg, Pa.
 Sallie C. Hollida, Mrs. J. P. Porterfield, Berkeley county, W. Va.
 Matthew E. Mason, engineer, Tuskegee, Ala.
 Edward H. Spohn, teacher, Frederick, Md.
 H. L. Wintermoyer, merchant, Shepherdstown, W. Va.
 Enoch H. Vickers, Professor of Economics, University of Tokio, Japan.

1885.

Kate Eichelberger, Mrs. D. W. Schultz, Hagerstown, Md.
 Nannie B. Herr, Mrs. W. H. Kearfott, Kearneysville, W. Va.
 Julia Mason, Mrs. George Ed. Smith, Frederick, Md.
 Sallie H. Miller, Mrs. J. A. Marstella, St. Elmo, Va.
 Ella B. Rickard, Mrs. D. Frank Miller, York, Pa.
 Verina Stonebraker, Mrs. Frank Rohde, New York, N. Y.
 Sallie Wysong, Shepherdstown, W. Va.
 E. C. Armstrong, Assoc. Prof. Romance Languages, Johns Hopkins.
 Charles S. Billmyer, farmer, Shepherdstown, W. Va.
 Harry Hollida, farmer, Snyder's Mills, W. Va.
 James N. Randall, Sec'y Savings & Loan Ass'n, Camden, N. J.
 Brock Reinhart. Died April 19, 1898.

1886.

Nellie R. Bennett, Mrs. S. P. Humrickhouse, Shepherdstown, W. Va.
 Jacob F. Folk. Died December 1, 1899.
 James K. Hendricks, county surveyor, Jefferson county, W. Va.

1887.

Susie C. Ferrell. Died January 21, 1892.
 Lucy H. Schoppert, Shepherdstown, W. Va.
 Etta S. Porter, Mrs. C. C. Frazier, Shepherdstown, W. Va.
 Jeannie Wysong, Mrs. E. T. Lea, Trenton, N. J.
 W. S. Hammond, Middletown, Va.
 F. M. Logie, Charles Town, W. Va.

1888.

Mary M. Myers, Mrs. T. H. Rife, Fair Dealing, Mo.
 Charles R. Jones, manager Berryville Milling Co., Berryville, Va.
 Joseph B. Reinhart, manager Atlantic Tea Co., Brooklyn, N. Y.

1889.

Harry M. Allen, Richmond, Va.
 F. Melvin Davis, farmer, Washington county, Md.
 Frank McDaniel, minister, Orange, N. J.
 Alvey Reinhart, traveling salesman, Thayer, Kan.

1890.

Ella R. Kanode, Mrs. Ed. L. Beachley, Manassas, Va.
 Mollie Wintermoyer, Mrs. Mollie W. Folk, Shepherdstown, W. Va.
 Hugh N. Leavell, physician, and Prof. Louisville Med. Col. Louisville, Ky.

1891.

Annie B. Lewis, Mrs. G. Edward Clipp, Kabletown, W. Va.

Martin L. Fearnow, teacher, Reliance, Va.

Walter R. Hill, druggist, Romney, W. Va.

Carlton H. Licklider, U. S. mail service, Baltimore, Md.

1892.

Bessie A. Albin, Ripon, W. Va.

Mary E. Babb, Falls, W. Va.

Emilie C. Smith, nurse, Philadelphia, Pa.

John Edwards, minister, Catonsville, Md.

James A. Engle. Died January 13, 1899.

Harry K. Lewis, mgr. Heekin Coffee Co., Corinth, Miss.

George F. Welshans. Died September 6, 1895.

1893.

Mary H. Hill, Mrs. J. L. Weaver, Martinsburg, W. Va.

Essie Lee Knott, Mrs. Samuel Knott, Pasadena, Cal.

Elizabeth S. Pendleton, teacher, Pittsburg, Pa.

Frank E. Beltzhoover. Died March 3, 1894.

W. E. Byers, physician, Baltimore, Md.

John R. Davis, farmer, Washington county, Md.

Richard N. Edwards, minister, Doub's, Md.

S. J. Hodges, merchant, Shepherdstown, W. Va.

William R. Moler, merchant, Shepherdstown, W. Va.

E. Smith Munson, merchant, Hagerstown, Md.

Herbert A. Osbourn, U. S. Navy Yard, Washington, D. C.

J. G. Rightstine, clerk, Millville, W. Va.

1894.

M. May Hoffman, Mrs. C. D. Hutchinson, Omaha, Neb.

A. S. Lucas, clerk, Pittsburg, Pa.

S. E. Osbourn, teacher, Lawrenceville, N. J.

C. C. Bauserman, teacher, Shenandoah county, Va.

H. N. Pendleton, Pittsburg, Pa.

E. D. Turner, County Supt. of Schools, Halltown, W. Va.

P. G. Allen, lawyer, North Dakota.

J. A. Trostle, minister, Timber Ridge, Va.

1895.

Mary A. Licklider, Shepherdstown, W. Va.

Nellie B. Marten, Mrs. Harvey W. Harmer, Clarksburg, W. Va.

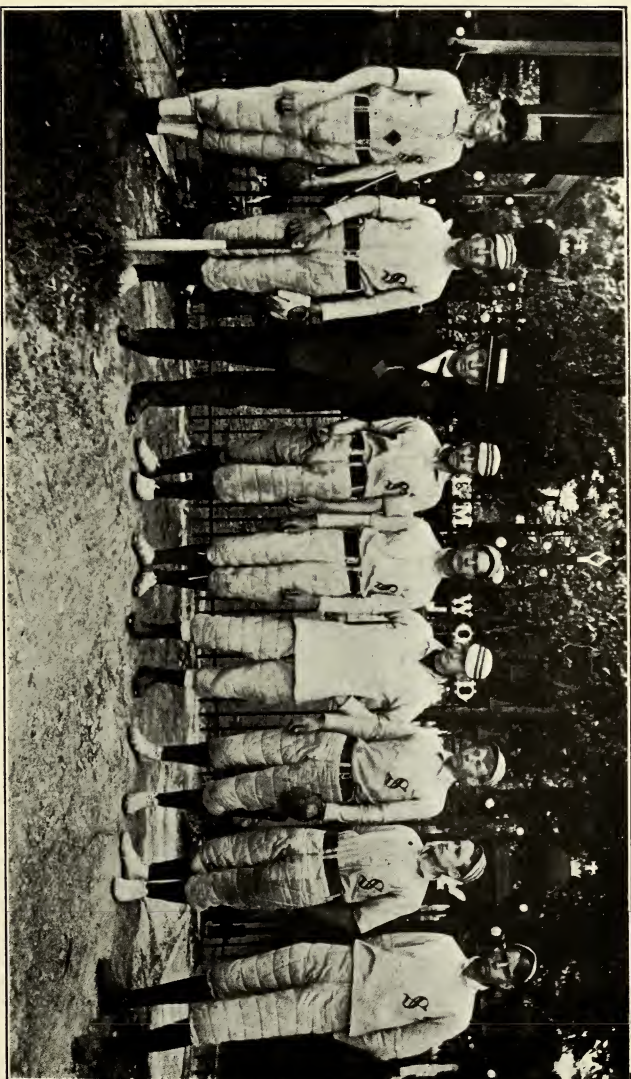
Genevieve Rightstine, teacher, Shepherdstown, W. Va.

Katie Sowers, Mrs. O. H. Billmyer, Thornton, W. Va.

Ella M. Turner, student, W. Va. University.

R. K. Bragonier, physician, Keystone, W. Va.

H. H. Hartzell, Duffields, W. Va.



THE BASEBALL CLUB

1896.

Florence Hoffman, Mrs. W. S. Myers, Charles Town, W. Va.
 Addie Myers, Mrs. R. L. VanMetre, Berkeley county, W. Va.
 Rhoda Needy, teacher, Shepherdstown, W. Va.
 Elma Trussell, Mrs. E. D. Turner, Halltown, W. Va.
 H. W. Baker, auditor's office, P. R. R., Philadelphia, Pa.
 George M. Beltzhoover, Jr., lawyer, Charles Town, W. Va.
 S. H. Dandridge. Died January 8, 1897.
 W. M. Duke, Principal School, Hedgesville, W. Va.
 David Lemen, grain dealer, Shepherdstown, W. Va.
 G. B. Miller, journalist, Morgantown, W. Va.
 E. M. Myers, physician, Bennett, Nebraska.
 B. H. Trussell, Armour Packing Co., Lynchburg, Va.

1897.

Nellie Lane Butler, Mrs. C. P. Mitchel, Washington, D. C.
 Nellie May Hendricks, teacher, Jefferson county, W. Va.
 Bessie Butler Licklider, teacher, Shepherdstown Graded School.
 Anna Ruckman, teacher, Romney, W. Va.
 Curtis Sylvester Feeser, Washington Navy Yard.
 W. Gregory Marten, stenographer, Chicago, Ill.
 Allen Wilson Porterfield, Instructor Columbia University, N. Y.
 Ernest Corbin Tabler, civil engineer, Morgantown, W. Va.

1898.

Katharine Shepherd Lucas, Mrs. Walter B. Stehl, Centerville, Md.
 Jane Carricot Strider, Mrs. W. P. Appleby, Washington, D. C.
 W. Howard Myers, minister, Grafton, W. Va.
 A. A. P. Neel, Jr., farmer, Shepherdstown, W. Va.
 Ira Clarence Thompson, farmer, Herndon, Va.

1899.

Grace Amelia Byers, Washington, D. C.
 Edith Viola Donley, teacher, Moler's, W. Va.
 Clara Belle Greenwood, Roanoke, Va.
 Mary Agnes Hess, Mrs. W. F. Rau, Clarksburg, W. Va.
 Elba Clarentine Hoffman, Mrs. J. D. Muldoon, Shepherdstown, W. Va.
 Mary Laura Hoffman, Mrs. John T. Edwards, South Boston, Va.
 George Clayton Hill, stenographer, N. Y.
 George T. Hodges, Kansas City, Mo.
 Robert P. McGarry, teacher of elocution, Shenandoah Junction, W. Va.
 William Gilmore Neill, Assistant Paymaster, U. S. Navy.

1900.

Katharine Hammond Butler, Mrs. Bernard Gustafson, Boston, Mass.
 Katharine Joyce Donley, teacher, Sistersville, W. Va.
 Laura Lavinia Knode, Mrs. Charles Derr, Moler's, W. Va.
 Lalla Rose Maddex, teacher, Jefferson county, W. Va.

Florence Sidney Miller. Died February 21, 1905.
Margaret Reynolds Welshans, Mrs. St. Clair Clayton, Baltimore, Md.
Ralph Winebrenner Border, Isthmus of Panama.
Guy Holland McKee, merchant, Martinsburg, W. Va.
Charles Hugh Reinhart, teacher, Moler's, W. Va.
Boyd Armstrong Reinhart, Life Insurance Co., Cumberland, Md.
Brown Ferdinand Sperow, Spring Mills, W. Va.
Granville Hampden Triplett, student, University of Pa.; Philadelphia.
George Peterkin Unseld, Shepherdstown, W. Va.

1901.

Clara Jessie Hoffman, teacher, Shepherdstown Graded School.
Anna Katherine McKee, Kearneysville, W. Va.
John Luther Daniels, Fish Commission, Washington, D. C.
Robert Newton Duke, salesman, Philadelphia, Pa.
Joseph Howard Hodges, medical student, Baltimore, Md.
Dwight Eggleston McQuilkin, graduate student, Harvard University.
Herbert Clifton Miller, Kearneysville, W. Va.

1902.

Lutie May Alstadt. Died January 24, 1905.
Lucie Adele Beltzhoover, teacher, Salem, W. Va.
Elizabeth Price Butler, Shepherdstown, W. Va.
Maude Meredith Cross, Shepherdstown, W. Va.
Marie Louise Hodges, Mrs. D. B. Lucas, Jr., Shepherdstown, W. Va.
Mary Lillian Knott, Moler's, W. Va.
Almira Marten, teacher, Shepherdstown, W. Va.
Hugh Cooper Barnes, student, West Virginia University.
Eugene Hildt Barnhart, civil engineer P. R. R.
William Henry Sperow, dentist, Martinsburg, W. Va.

1903.

Hattie Cease Barnhart, Shepherdstown, W. Va.
Florence Eggleston Licklider, teacher, Shepherdstown, W. Va.
Ernest Heald Bitner, medical student, Baltimore, Md.
Josiah W. Gain, principal schools, Elkton, Va.
Henry Wood Thrasher, student, Randolph-Macon College, Ashland, Va.

1904.

Ada May Knode, teacher, Jefferson county, W. Va.
Louise Anna Snyder, student, Woman's College, Baltimore, Md.
Ethel Walter, teacher, Kabletown, W. Va.
David Hamme Hill, New York City.
John Ernest Hill, New York City.
John William Link, student, Roanoke College, Salem, Va.
Jacob Hugh Miller, Shepherdstown, W. Va.
Philip Randolph Moler, student, West Virginia University.
Matthias Kyne Rightstine, journalist, Shepherdstown, D. C.
Joseph Irwin Triplett, Principal Charlotte High School, Va.

1905.

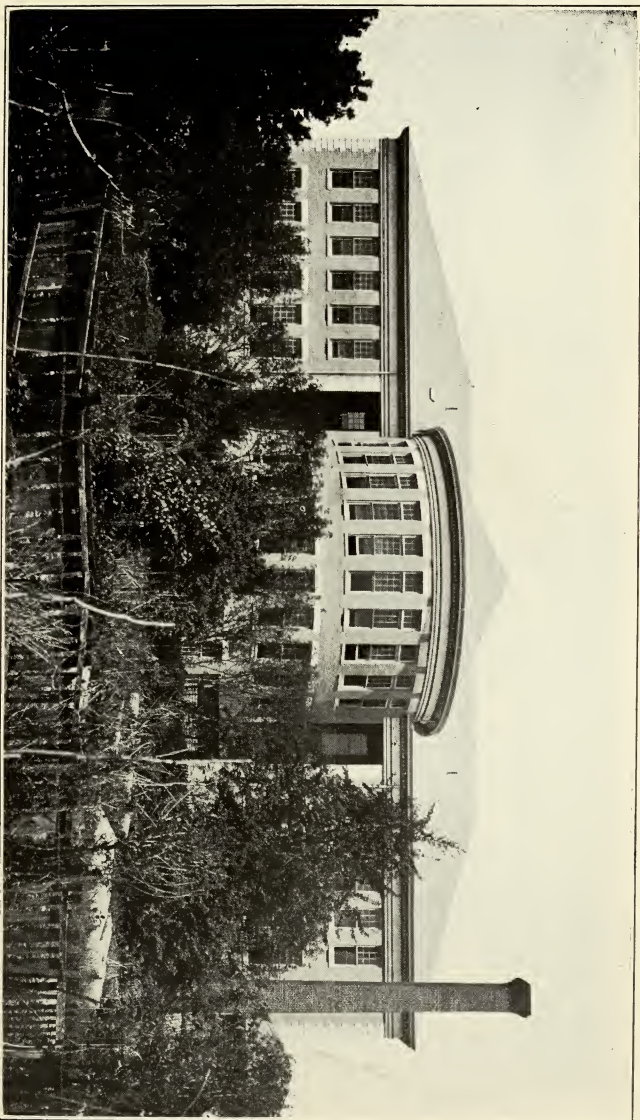
Alice Virginia Billmyer, teacher, Shepherdstown Graded School.
Mary Rickard Pendleton, Shepherdstown, W. Va.
Virginia Muzzey Schley, Shepherdstown, W. Va.
Samuel Henry Barnhart, in N. & W. machine shops, Roanoke, Va.
George Billmyer Folk, student, West Virginia University.
John Lester Miller, in N. & W. R. R. offices, Roanoke, Va.
Cleon Scott Osbourn, student, Washington & Lee University.
Boyd Randal, student, West Virginia University.
George Wesley Whiting, student, West Virginia University.

1906.

Alice M. Banks, teacher, Shepherdstown Graded School.
Agnes Cady, student, Shepherd College.
Jesse H. Cook, Principal schools, Harman, W. Va.
William Guy Donley, student, West Virginia University.
John D. May, Principal schools, Harper's Ferry, W. Va.
Allen Luther Poffenberger, teacher, Maryland schools.

Total Enrollment and Number of Graduates of Shepherd College.

<i>Year.</i>	<i>Number Enrolled.</i>	<i>Number of Diplomas Issued.</i>	<i>Number of Different Graduates..</i>
1874	145	21	21
1875	160	28	28
1876	136	27	27
1877	102	8	8
1878	94	11	11
1879	93	18	18
1880	55	14	14
1881	71	5	5
1882	58	9	9
1883	62	1	1
1884	59	9	9
1885	65	12	12
1886	65	3	3
1887	69	5	6
1888	64	3	3
1889	71	4	4
1890	69	3	3
1891	87	4	4
1892	90	7	7
1893	99	12	12
1894	91	8	8
1895	103	7	7
1896	103	16	12
1897	100	15	8
1898	83	8	5
1899	105	13	10
1900	116	20	13
1901	127	7	7
1902	151	12	10
1903	143	7	5
1904	153	12	11
1905	175	10	10
1906	158	7	6
1907	200	11	9
Totals	3,327	358	326



THE NEW BUILDING—REAR VIEW

INDEX.

Academic Courses	26, 28, 29
Admission	9
Alumni	24, 67
Ancient Languages	44
Appointees	66
Appointments	9
Athletics	21
Boarding	13
Cadet Corps	22
Calendar 1907-8	3
Christian Organizations	20
Courses of Study	25
Departments, Work of	30
Diplomas	26, 27
Discipline	10
English	47
Enrollment	56, 64
Equipment	11
Expenses	13
Expression	52
Fees (Expenses)	13
Gymnasium	22
History	38
How to reach Shepherdstown	7
Laboratories	12
Lectures	19
Library	12
Literary Societies	18
Mathematics	35
Modern Languages	45
Music	50
Normal Course	25, 28
Orchestra	20
Pedagogics	30
Picket	18
Prizes	19, 54
Reading Room	17
Record of Students	14
Religious Influences	12, 20
Reports	14
Review Courses	34, 35, 53
Scholarships	16

Science	40
Special Requirements	48
Status of School	65
Studies	28 et seq.
Summer School	35, 53
Teachers' Training Work	30, 34, 35
Tuition	9

